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ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I-funded programs for the state of Florida is reviewed in this report. Nearly 120,000 children were served by Title I projects. Projects focused on younger children in the early grades with particular emphasis on the first four grades. Projects focused mainly on reading and also on mathematics activities. Results indicate that students in reading, or language arts project activities reached a sufficient level of proficiency. (Author/AM)

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FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA

RALPH D. TURLINGTON, COMMISSIONER

STATE ANNUAL EVALUATION REPORT
OF TITLE I PROJECTS

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
FISCAL YEAR 1975

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
BUREAU OF PROGRAM SUPPORT SERVICES
SECTION OF COMPENSATORY EDUCATION

UD 16707

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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TABLE OF CONTENTS

PAGE

Preface 1

Introduction and Overview 2

Basic State Statistics 10

Title I Participation 14

Personnel 21

Characteristics of Program Effectiveness 26

New Intra-Departmental Relationships Attributed to Title I 32

Program Adoption 37

Information Dissemination 40

Community and Parental Involvement 43

Title I Advisory Council 46

Needs Assessment Survey 50

Reading Achievement 58

Mathematics Achievement 71

Achievement Non-Public Schools 76

Achievement: Other Project Activities............. 82

Reading Achievement In One District Using a Control Group 90

Use of Evaluation Findings by Local Educational Agencies 94

Additional Information 97

English As A Second Language 99

Year Round Early Childhood Project Activity (One District)112

Reading Growth of Students Served by Title I
for Two Consecutive Years (One District)................ 121

PAGE

Year Round Multiple Educational Services for Adjudicated Delinquents (One District) 125

Follow-up Study of the Broward County Reading Center 136

Accomplishment of Objectives 149

Summer Programs 153

Supplemental 162

PREFACE

In April, 1965, the Congress passed and the President signed into law the Elementary and Secondary Education Act. The basic aim of this legislation is to provide Federal funds for compensatory educational programs for educationally disadvantaged children living in school attendance areas with a high concentration of low-income families.

Districts desiring to implement projects must, in accordance with existing Federal guidelines, identify attendance areas to be served, determine the educational needs of children living in these areas,plan instructional and support activities to meet these needs, and make application to the State for project approval and funding. If approved, districts must then implement their project, maintain fiscal records, evaluate results, and report on the outcomes of their project activities.

In the State of Florida, the Office of the Commissioner of Education places the responsibility for the Title I program in the Division of Public Schools, Bureau of Support Services. Within this Bureau, the Compensatory Education Section was created and charged with the implementation, supervision, and evaluation of this program.

Continued emphasis has been placed on the necessity to make evaluation contribute to improved activities designed to meet the most critical needs of educationally disadvantaged pupils. The accomplishments of Title I participants, as reported by many Local Educational Agencies (LEA's), indicate that some progress toward this goal is being made. All persons involved in these activities are to be commended for their contributions.

INTRODUCTION AND OVERVIEW

Since the purpose of evaluation is to improve (the purpose of research is to prove), it is important to note that 26 (38 percent) of the 67 districts served by Title I reported that they had changed a project activity or component in some way during the project period as a result of their evaluation findings. Most of these changes, due to the lag time between receipt of the post-test and compilation of the report, were made long before the district's report was received in the State office.

In 1974-75, Florida received a Federal appropriation of about fifty million dollars. In return for this expenditure, nearly 120,000 children, predominantly in the elementary grades, received supplemental educational opportunities that would have otherwise been denied them.

The Title I programs, developed and operated by the local school systems, were tailored to fit the requirements of the individual students as identified by the needs assessment conducted in compliance with application procedures. Projects are continuing to focus on reading activities as a main thrust in programs with an increasing number of districts now giving some attention to evidenced needs in the area of mathematics.

Although all the data received is not aggregatable, all the districts are using standardized tests. Some districts are also using criterion-referenced tests. With 26 of 67 districts responding, 4,401 children in reading readiness, Reading, or language arts project activities reached a sufficient level of proficiency that they were returned to the regular classroom. Districts with mathematics components reported that 266 "graduated" from Title I classrooms.

Of 65,438 students tested by a standardized test, 28,010 (42.8 percent) achieved 1.0 or more in grade equivalent gain in reading (pre-test administered in September of 1974 and post-test in May of 1975). Following the same testing schedule, 42,311 (64.6 percent) achieved .7 or more in grade equivalent gain in reading.

Of 15,878 tested in mathematics, 8,994 (56.6 percent) achieved 1.0 or more in grade equivalent gain and 11.045 (69.5 percent) achieved .7 or more in grade equivalent gain during the nine month testing interval.

It is not possible, however, to consider the above previously cited achievement data as more than an estimate of Title I student progress because of the imprecise character of grade equivalents and the necessity of compiling data from a number of different standardized tests in order to come up with any kind of guage from a Statewide vantage point.

Although districts were encouraged to operate summer programs to maintain gains of students enrolled in the Title I academic year program, only a meager amount of data was available. Some of the reasons given by the districts were: (1) shortness of the time involved between pre and post testing; (2) vacation time for some of the families involved resulted in irregular attendance; (3) in the farming communities the students were often needed to help at home; (4), the children were tired of school.

Projects are continuing to focus on younger children in early grades (kindergarten to six) with particular emphasis on the first four grades. This seems to imply a growing concern with the prevention of student failure in the early years rather than remediation in the later grades. A 79% increase was noted in the number of nonpublic school children served.

FACTS ABOUT FLORIDA'S POPULATION

Florida's population as of July, 1974, was estimated to be 8,248,851, an increase of 403,759 from the previous July. On an average 12 month basis this is a 5.1 per cent increase. Florida now ranks eighth in the nation, just below Michigan and ahead of New Jersey. It is the largest southern state, excepting Texas, and by 1980 the state's population is expected to reach around 10 million.

Metropolitan areas in southwest Florida had the highest percentage population increases in the country from 1970 to 1973. In fact, Fort Myers area led the nation with a percentage population growth of nearly 30 percent over the three year period - an increase of about 31,000 new residents. Neighboring Sarasota had the next highest percentage population increase with about 24 per cent, a 28,000 climb in new residents.**

Although the percentage rate of growth is stabilizing, the total number of new residents is still increasing at more than 400,000 a year, or about 7,368 new residents moving into the state per week. From 1970 to 1974 net migration accounted for over 90 percent of the total increase in new residents. The migration estimate of 1,329,977 is computed by subtracting the number of people who move out of the state from the number who move in. Natural increase, births minus deaths, amounted to 127,945, making the total population growth 1,457,922 from 1970 to 1974.

Floridians numbered 152 for every square mile of land in the state in 1974, up from 125 in 1970. The U.S. average in 1970 was 57. If Florida's population continues to grow as projected, the state will have 184 persons per square mile by 1980.

Florida's area is made up of 54,090 square miles of land and 4,470 square miles of inland water. Only two states have more inland water than Florida: Texas with 5,204 and Alaska with 19,980 square miles.

Florida's growth means more markets, more opportunities. It also creates an urgent need for more highways, more schools, more public facilities of all types. And it brings with it changes in land use and the readjustments which attend change. Because of Florida's rare climate, the land is desired for homes and for industrial location. And because of this same climate and the adaptability of the soil, the land is desired for agriculture.

Statistical Source: *Bureau of Economic and Business Research
University of Florida, Gainesville, Florida.

**U.S. Bureau of Census.

ESTIMATES OF FLORIDA'S POPULATION BY AGE AND RACE*
July 1, 1974

Figure 1

	TOTAL ALL AGES	0 - 14 YEARS	15 - 24 YEARS	25 - 44 YEARS	45 - 64 YEARS	65 and OVER
All Races	8,248,851	1,852,045	1,356,820	1,841,900	1,755,985	1,442,099
White	7,093,459	1,453,595	1,114,343	1,587,438	1,580,251	1,357,832
Nonwhite	1,155,393	398,451	242,477	254,463	175,734	84,268

AVERAGE YEARLY PERCENT CHANGE IN POPULATION BY STANDARD METROPOLITAN STATISTICAL AREA IN FLORIDA*

STATE SMSA	April 1 1960 (Census)	April 1 1970 (Census)	July 1 1973 (est.)	July 1 1974 (est.)	* AVERAGE PERCENT 1960-1970	YEARLY CHANGE 1973-1974
Florida	4,951,560	6,790,929	7,845,092	8,248,851	3.7	5.1
Daytona Beach	125,319	169,487	194,522	206,967	3.5	6.4
Ft. Lauderdale - Hollywood	333,96	620,100	769,419	828,169	8.6	7.6
Ft. Myers	54,539	105,216	134,925	148,495	9.3	10.1
Gainesville	74,074	104,764	120,128	125,135	4.1	4.2
Jacksonville	529,532	621,827	670,278	692,638	1.7	3.3
Lakeland-Winter Haven	195,139	228,026	258,515	268,343	1.7	3.8
Melbourne-Titusville-Cocoa	111,435	230,006	244,744	248,919	10.6	1.7
Miami	935,047	1,267,792	1,373,609	1,413,102	3.6	2.9
Orlando	337,516	453,270	567,535	595,206	3.4	4.9
Pensacola	203,376	243,075	262,161	269,099	2.0	2.6
Sarasota	76,895	120,413	148,072	157,738	5.7	6.5
Tallahassee	79,482	109,335	130,337	138,538	3.8	6.3
Tampa - St. Petersburg	809,238	1,088,549	1,292,617	1,361,843	3.5	5.4
West Palm Beach - Boca Raton	228,106	348,993	427,983	459,167	5.3	7.3

Statistical Source: *Bureau of Economic & Business Research, University of Florida, Gainesville, Florida.

POPULATION ESTIMATE 1974 AND PROJECTIONS 1975, 1980

Figure 2

	1974	1975	1980
Florida Total	8,248,851	8,412,200	9,574,600
Counties			
Alachua	125,135	128,600	147,500
Baker	11,841	12,200	14,000
Bay	90,150	88,500	95,200
Bradford	15,786	15,600	16,600
Brevard	248,919	254,200	281,600
Broward	828,169	847,300	985,700
Calhoun	8,078	8,000	8,200
Charlotte	39,844	41,500	56,500
Citrus	33,517	36,300	48,800
Clay	45,761	45,700	52,900
Collier	58,749	59,700	80,000
Columbia	28,393	28,000	30,000
Dade	1,413,102	1,431,900	1,571,000
DeSoto	17,660	17,100	19,200
Dixie	6,514	6,100	6,600
Duval	570,412	582,600	661,100
Escambia	222,414	225,500	243,000
Flagler	6,259	6,200	7,800
Franklin	7,752	7,700	8,000
Gadsden	38,780	39,300	40,500
Gilchrist	4,910	4,300	4,800
Glades	4,747	4,500	5,000
Gulf	10,697	10,700	11,200
Hamilton	8,195	8,200	8,300
Hardee	18,074	18,100	20,100
Hendry	15,098	15,900	18,500
Hernando	26,537	30,500	37,500
Highlands	40,659	42,200	47,800
Hillsborough	588,792	597,300	651,900
Holmes	12,283	12,100	12,600
Indian River	45,038	47,400	55,300
Jackson	40,125	38,800	39,900
Jefferson	9,255	9,300	9,600
Lafayette	3,228	3,100	3,300
Lake	83,473	84,400	94,300

POPULATION ESTIMATE 1974 AND PROJECTIONS 1975, 1980

Figure 2, Cont'd.

Counties (Cont'd.)	1974	1975	1980
Lee	148,495	152,900	196,300
Leon	129,903	133,200	152,900
Levy	14,868	14,600	16,100
Liberty	3,822	3,900	4,000
Madison	14,220	14,300	14,600
Manatee	117,642	115,100	133,600
Marion	92,522	90,300	102,100
Martin	45,097	41,100	50,200
Monroe	53,582	57,800	59,900
Nassau	26,693	24,200	26,500
Okaloosa	101,266	100,400	111,700
Okeechobee	16,284	16,400	19,800
Orange	423,981	444,100	525,000
Osceola	36,889	40,400	52,400
Palm Beach	459,167	466,800	543,000
Pasco	123,199	129,800	177,300
Pinellas	649,852	670,000	744,600
Polk	268,343	276,900	320,700
Putnam	42,346	42,500	45,700
St. Johns	37,931	38,400	43,200
St. Lucie	67,034	68,400	80,000
Santa Rosa	46,685	47,300	52,200
Sarasota	157,738	162,400	186,800
Seminole	134,336	143,700	173,900
Sumter	20,034	20,200	22,800
Suwannee	17,645	16,800	17,000
Taylor	14,366	14,400	14,900
Union	9,463	9,200	10,000
Volusia	206,967	208,800	240,000
Wakulla	8,635	8,100	9,200
Walton	17,569	17,400	18,000
Washington	13,931	13,600	15,900

Source: Bureau of Economic and Business Research, U. of Florida, Gainesville, Fla.

Editor's Note: The Bureau of Economic and Business Research is a cooperating agency with the U.S. Bureau of Census.

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Florida 32301, Phone (904) 222-2831.

POPULATION ESTIMATES BY AGE FOR FLORIDA AND ITS COUNTIES: July 1, 1974

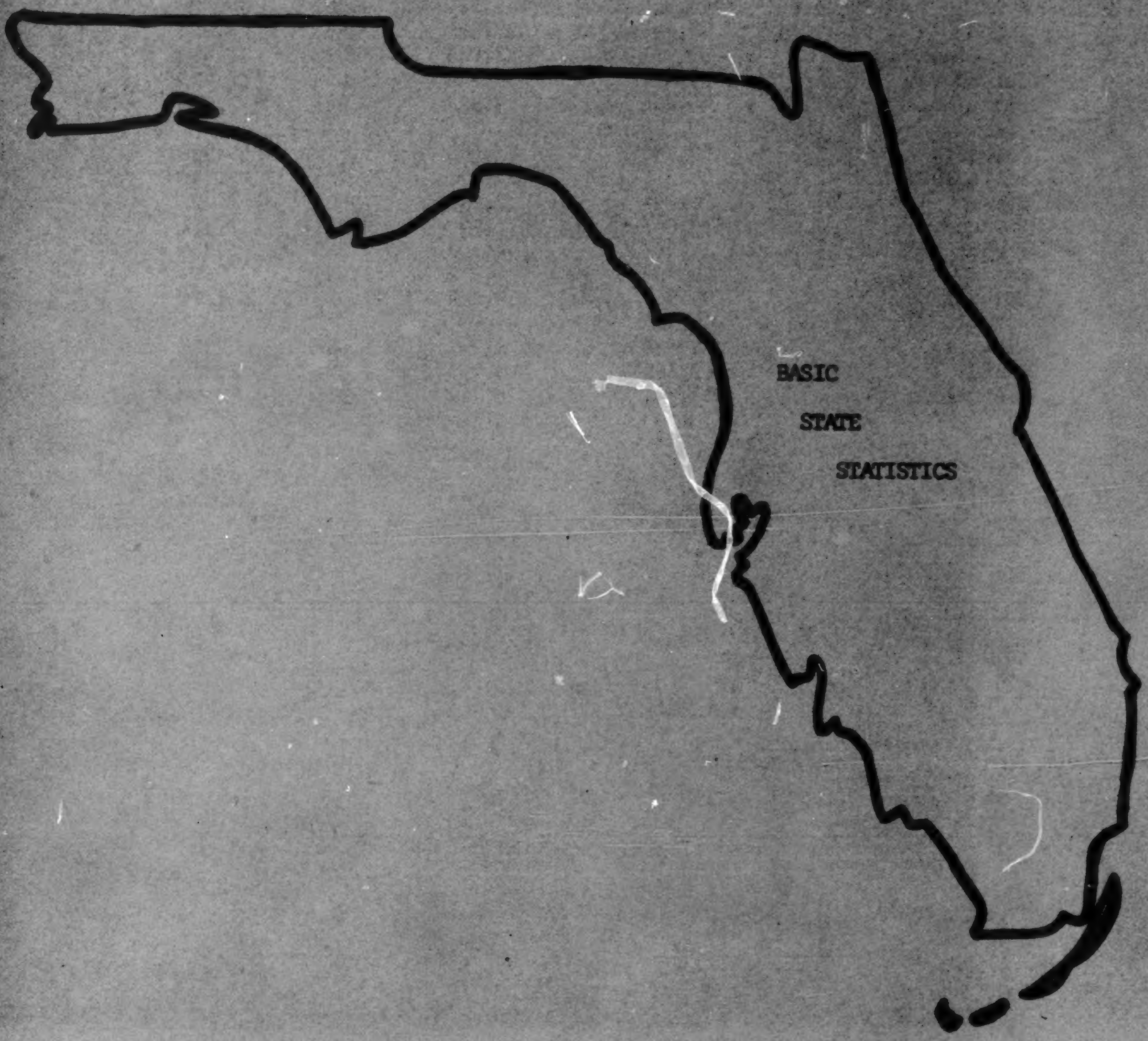
Figure 3

COUNTY	ALL AGES	0-44	45-64	65 and OVER
Florida	8,248,851	5,050,765	1,755,985	1,442,099
Alachua	125,135	98,732	18,276	8,128
Baker	11,841	8,268	2,317	1,256
Bay	90,150	62,263	18,754	9,133
Bradford	15,786	10,969	3,296	1,529
Brevard	248,919	184,158	49,209	15,555
Broward	828,169	453,564	189,507	185,101
Calhoun	8,078	5,258	1,789	1,031
Charlotte	39,844	11,611	9,467	18,766
Citrus	33,517	12,392	8,786	12,339
Clay	45,761	34,817	7,208	3,736
Collier	58,749	32,480	14,971	11,298
Columbia	28,393	20,104	5,601	2,689
Dade	1,413,102	876,679	320,775	215,659
DeSoto	17,660	11,132	3,801	2,727
Dixie	6,514	4,392	1,420	703
Duval	570,412	416,550	107,757	46,107
Escambia	222,414	165,874	40,184	16,358
Flagler	6,259	3,282	1,189	1,789
Franklin	7,752	4,675	1,743	1,335
Gadsden	38,780	26,092	7,701	4,987
Gilchrist	4,910	3,260	1,147	502
Glades	5,747	4,145	1,039	563
Gulf	10,697	7,400	2,112	1,185
Hamilton	8,195	5,664	1,448	1,083
Hardee	18,074	12,847	3,562	1,665
Hendry	15,098	10,899	2,966	1,233
Hernando	26,537	12,35	6,329	7,863
Highlands	40,659	19,441	9,450	11,768
Hillsborough	588,792	409,578	115,306	63,910
Holmes	12,283	7,655	2,720	1,909
Indian River	45,038	25,493	10,077	9,469
Jackson	40,125	27,421	7,561	5,144
Jefferson	9,255	6,342	1,699	1,214
Lafayette	3,228	2,145	622	461
Lake	83,473	41,308	18,816	23,350
Lee	148,495	75,156	35,586	37,755
Leon	129,903	103,931	18,778	7,196
Levy	14,868	9,246	3,363	2,260
Liberty	3,822	2,578	762	482
Madison	14,220	9,482	2,769	1,970
Manatee	117,642	49,184	24,619	43,840
Marion	92,522	56,509	20,971	15,042
Martin	45,097	21,597	10,240	13,260

Figure 3 Cont'd.

COUNTY	ALL AGES	0-44	45-64	65 and OVER
Monroe	53,582	35,890	11,429	6,263
Nassau	26,693	19,756	4,865	2,071
Okaloosa	101,266	82,494	14,792	3,981
Okeechobee	16,284	11,562	3,098	1,622
Orange	423,981	290,685	89,836	43,461
Osceola	36,889	19,699	8,507	8,683
Palm Beach	459,167	262,161	100,450	96,559
Pasco	123,199	55,587	30,935	36,676
Pinellas	849,852	285,556	146,252	218,047
Polk	268,343	168,588	54,962	44,796
Putnam	42,346	26,058	9,483	6,805
St. Johns	37,931	23,828	8,023	6,080
St. Lucie	67,034	39,504	15,053	12,478
Santa Rosa	46,685	35,823	7,805	3,058
Sarasota	157,738	61,548	36,276	59,915
Seminole	134,336	91,674	29,182	13,480
Sumter	20,034	12,392	4,617	3,026
Suwannee	17,645	11,442	3,782	2,421
Taylor	14,366	9,548	3,058	1,759
Union	9,463	7,369	1,539	556
Volusia	206,967	108,019	47,585	51,364
Wakulla	8,635	6,249	1,569	816
Walton	17,569	10,493	4,389	2,688
Washington	13,931	8,962	2,815	2,154

SECTION I



BASIC STATE STATISTICS

BASIC STATISTICS

A. Florida School Enrollment for 1974-75

Public Schools	1,534,338
Non-Public Schools	151,000
Total	1,685,338
Percent of students attending public schools	91.0
Percent of students attending non-public schools	9.0

B. Florida School Enrollment for 1973-74

Public Schools	1,697,393
Non-Public Schools	139,999
Total	1,837,392
Percent of students attending public schools	92.4
Percent of students attending non-public schools	7.6

Twenty-six of the sixty-seven counties served by Title I had 242,961 students on double session. A total of 145 schools were on double session during 1974-75.

C. School Center Information

Number of School Centers in the State	1971
Number of Public School Centers Serving Title I Students in 1974-75	708

DISTRIBUTION OF ALLOCATION BY LEVEL OF FUNDING

TABLE NO. 1

STRATA	ALLOCATION RANGE	NUMBER OF LEA'S	PERCENT OF LEA'S
1	$ 10,000 to 49,999	3	4.48%
2	50,000 to 499,999	41	61.19%
3	500,000 to 1,000,000	12	17.91%
4	Over 1,000,000	11	16.42%

Since Florida school districts and counties are conterminous there exists an equal number, sixty-seven, operating LEA's counties and school districts.

The Title I allocation for 1974-75 amounted to $44,520,446.00.

Additional award	$6,155,682.05
Impounded 1974 funds	$3,363,127.65
Total	54,039,755.70

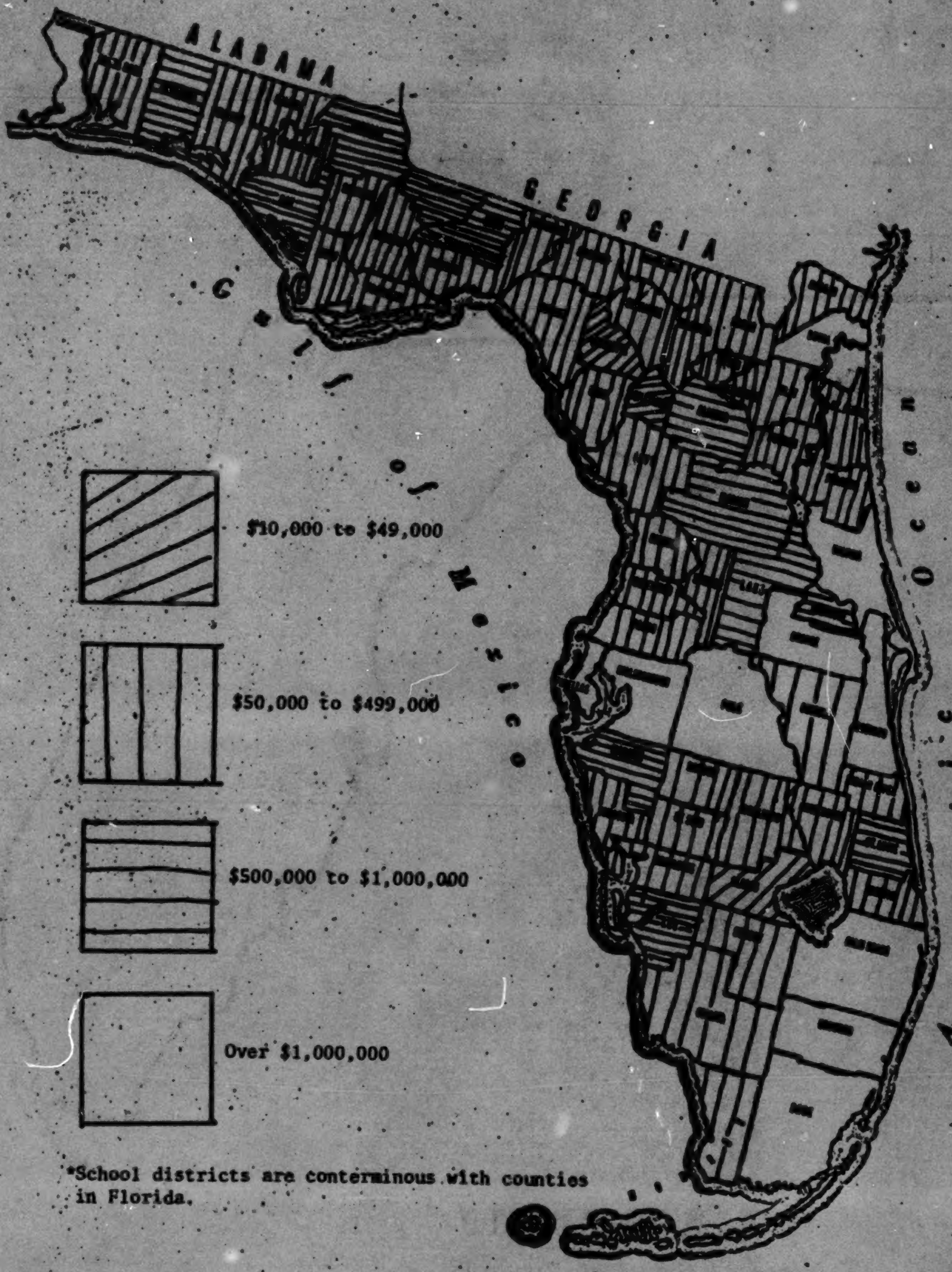
TABLE NO. 2 *LIST OF DISTRICTS IN EACH ALLOCATION RANGE OR STRATA

I	II	II	II	III	IV
Gilchrist	Baker	Hendry	Putnam	Alachua	Brevard
Glades	Bradford	Hernando	St. Johns	Bay	Broward
Lafayette	Calhoun	Highlands	Santa Rosa	Gadsden	Dade
	Charlotte	Holmes	Sarasota	Jackson	Duval
	Citrus	Indian River	Sumter	Lake	Escambia
	Clay	Jefferson	Suwannee	Lee	Hillsborough
	Collier	Levy	Taylor	Leon	Orange
	Columbia	Liberty	Union	Manatee	Palm Beach
	DeSoto	Madison	Wakulla	Marion	Pinellas
	Dixie	Martin	Walton	Okaloosa	Polk
	Flagler	Monroe	Washington	St. Lucie	Volusia
	Franklin	Nassau		Seminole	
	Gulf	Okeechobee			
	Hamilton	Osceola			
	Hardee	Pasco			

*SEE MAP

EXHIBIT NO. 1

*School District Funding 1974-75


ALABAMA
GEORGIA
Gulf of Mexico
Atlantic Ocean
$10,000 to $49,000
$50,000 to $499,000
$500,000 to $1,000,000
Over $1,000,000

*School districts are conterminous with counties in Florida.

SECTION II

TITLE I

PARTICIPATION

19[illegible]

TITLE I PARTICIPATION

A. Participation by Grade Level

Percent and number of regular school term Title I participants by grade level. Data abstracted from Summary Reports of Title I, Public Law 89-10 for 1974-1975, 1973-1974, 1972-1973, 1971-1972 and 1970-1971

Table No. 3

GRADE LEVEL	PERCENTAGE OF TITLE I PARTICIPANTS									
	1974 - 1975		1973 - 1974		1972 - 1973		1971 - 1972		1970 - 1971	
	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-K	382	.3196	272	.33	314	.43	69	.08	16	.02
K	7008	5.8640	4816	5.86	6,341	8.76	4,490	5.36	4,466	5.97
1	16804	14.0610	12972	15.80	10,756	14.87	12,648	15.10	11,564	15.47
2	19577	16.3813	15102	18.39	9,103	12.45	11,587	13.83	7,971	10.66
3	18746	15.6860	12706	15.47	9,652	13.34	10,030	11.97	8,217	10.99
4	14509	12.1406	9225	11.23	6,553	9.06	8,465	10.10	6,468	8.65
5	13849	11.5883	8599	10.47	6,109	8.44	6,057	7.23	5,820	7.78
6	12840	10.7441	7142	8.70	6,648	9.19	7,487	8.94	6,316	8.45
7	5275	4.4139	5509	6.71	6,926	9.57	7,838	9.36	7,941	10.62
8	4567	3.8215	2024	2.46	3,182	4,40	3,792	4.53	5,535	7.40
9	2784	2.3296	1330	1.62	2,205	3.05	3,059	3.65	2,640	3.53
10	2075	1.7363	1219	1.48	1,839	2.54	2,209	2.64	2,323	3.11
11	115	.0962	352	.43	720	.99	1,346	1.61	1,414	1.89
12	48	.0402	74	.09	384	.53	740	.88	1,015	1.36
Ungraded Elementary	773	.6468	625	.76	1.715	2.37	3,955	4.72	3,069	4.10
Ungraded Secondary	156	.1305	160	.20						
TOTALS	119,508	100%	82,127	100%	72,357	100%	83,772	100%	74,775	100%

	1972-73	1973-74	1974-75
Eligible students not enrolled in any school (dropouts, etc.)	2,363	9	576
Nonpublic	2,642	1,742	2182
Total	77,362	83,878	122,266

The number of pupils participating in ESEA Title I activities has maintained an upward swing during the past two years. Since 1973-74 there has been a 31% increase in participation. Greatest numerical increases were in kindergarten through sixth grades as districts continued to concentrate services in the elementary grades. There was a 567 participant increase in the eligible students served not enrolled in any school (dropouts, etc.) and a 79% increase in the number of nonpublic school children served.

B. Project Activities

TABLE NO. 4 PROJECT ACTIVITIES IN OPERATION FOR 1974-75
DATA ABSTRACTED FROM SUMMARY REPORTS OF TITLE I P.L. 89-10

ACTIVITY	NUMBER OF DISTRICTS
Reading	67
English-Language Arts	5
Psychological	7
Attendance, Social Welfare and Home School	15
Pre-K and Kindergarten	9
Health-Dental, Medical	10
Speech Therapy	3
Vocational Education	0
Guidance and Counseling	10
Mathematics	18
Tutorial	4
English as a Second Language	3

Most of the districts placed reading-language arts as a top priority in ranking their needs. All sixty-seven (67) school districts conducted a reading-related activity. Some districts operated projects which included oral communication skill improvement. Projects designed to increase the level of computational skills were provided in 18 of the sixty-seven (67) districts, an increase of 68.4% since the 1972-1973 reporting period. There appears to be increasing evidence being collected through district conducted needs assessments that ESEA Title I children lag behind in mathematics.

C. Participation in Project and Service Activities

TABLE NO. 5 PARTICIPATION BY PROJECT ACTIVITY AND SERVICE
DATA ABSTRACTED FROM SUMMARY REPORTS OF TITLE I,
PUBLIC LAW 89-10, 1974-75

ACTIVITIES	NUMBER*			67 DISTRICTS REPORTING
INSTRUCTIONAL ACTIVITIES	K - 6	7 - 9	10 - 12	TOTAL
Reading	68089	9271	1589	78949
English-Language Arts	2632	552		3184
Mathematics	23504	9212	1127	33843
Instruction for Handicapped	421	9	133	563
Preschool and Kindergarten	5612			5612
English As a Second Language	6785			6785
Basic Skills	1483	578		2061
Tutorial Math/Language Arts	1099	253		1352
Other	3047			3047

SUPPORTIVE ACTIVITIES

*ANY ONE PUPIL MAY BE COUNTED MORE THAN ONCE IF HE PARTICIPATED IN MORE THAN ONE ACTIVITY OR SERVICE.

Attendance	16687	238		16925
Guidance and Counseling	12736	2580	131	15447
Health - Dental	267	19		286
Medical	1726	95		1821
Visual	130	36		166
Psychological	11169			11169
School Social Work	5664	75		5739
Speech Therapy	301			301
Field Trips	11625	6467		19773
Other	1401	75		1475

SPECIAL EDUCATION PROVIDED BY TITLE I

NUMBER OF DISTRICTS	3
TOTAL NUMBER OF CLASSES	48
NUMBER OF PARTICIPANTS	563

D. Number of handicapped children by major handicap, who participated in Title I, according to data abstracted from summary reports of Title I, Public Law 89-10, 1974-1975.

		1974-1975
1.	Mentally Retarded (*TMR and EMR)	563
2.	Impairment of Hearing	31
3.	Deaf-Blind	8
4.	Speech Impaired	157
5.	Physically Handicapped	4
6.	Visually Handicapped	47
7.	Seriously Emotionally Disturbed	19
8.	Specific Learning Disabilities	31
9.	Other (Encephalitis)	1
	Total	855

Since special State funding is being provided, there has been a steady decrease in the special education classes funded by Title I. This trend continues with a 45.19% decrease in participants served in 1974-1975 as compared to participation in 1973-74. There was a 32.82% decline in handicapped served.

*Trainable Mentally Retarded
Educable Mentally Retarded

E. Nonpublic School Participation	1973-74	1974-75
Number of Participants	2,078	3,312
Number of Districts Involved	25	25
Number of Nonpublic Schools That Participated		75
Regular School Year		66
Regular and Summer		9
LEA Employs Title I Teachers Who Conduct Classes at Nonpublic School		21
Nonpublic School Participants Attend Title I Classes at Public School		4

Districts have made a diligent effort to increase nonpublic school involvement in Title I. Nonpublic school officials were contacted by letter, telephone, and personal visits. In one district the nonpublic school elected not to participate because of the "paperwork" involved. In another district only one nonpublic school, and it was located 45 miles from the nearest Title I school, signed the Title I Assurance of Compliance Form.

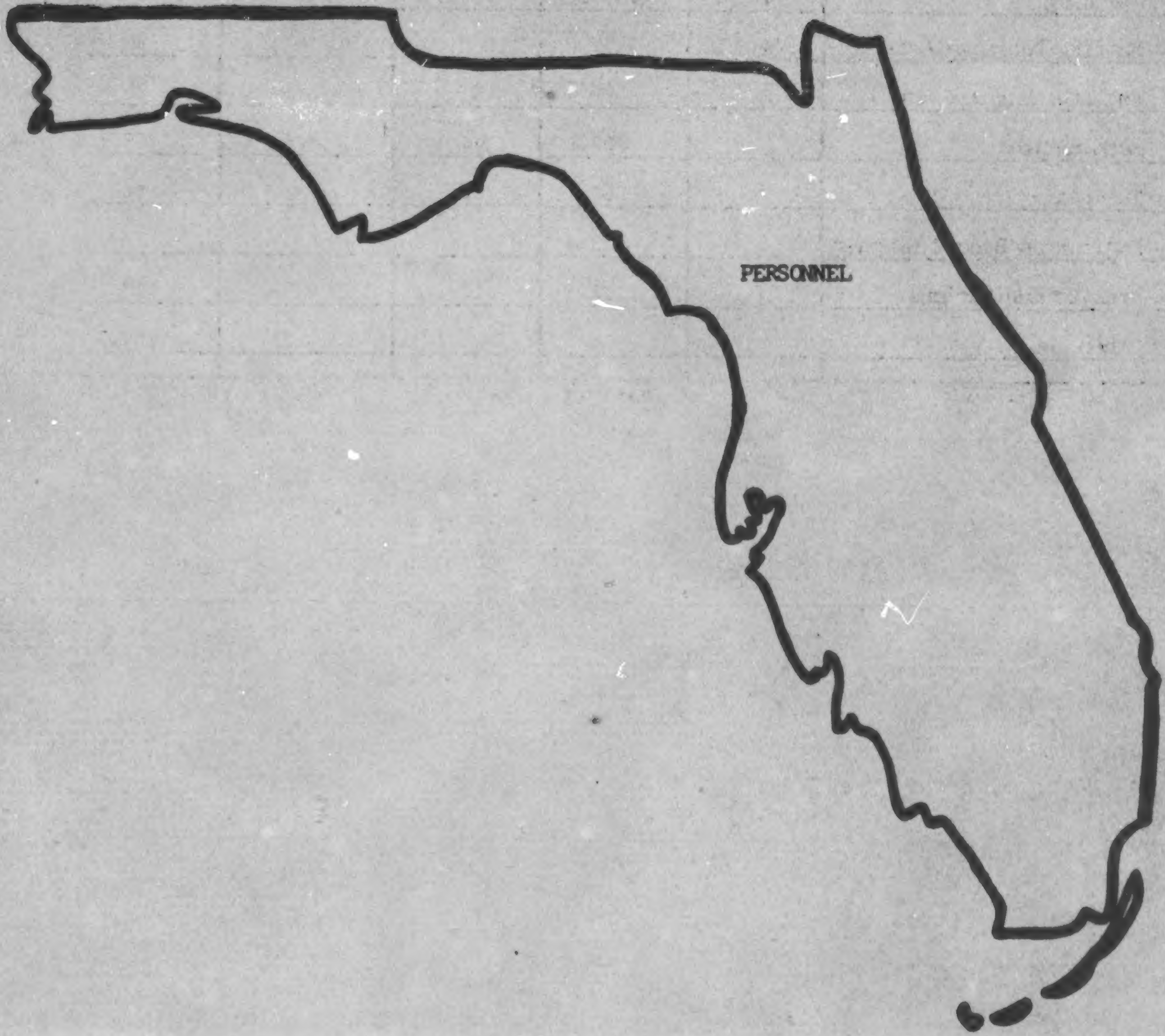
TABLE NO. 6 NONPUBLIC PARTICIPATION BY PROJECT ACTIVITY

DATA ABSTRACTED FROM SUMMARY REPORTS OF TITLE I

PUBLIC LAW 89-10, 1974-75

ACTIVITIES	NUMBER			67 DISTRICTS REPORTING
	K-6	7-9	10-12	TOTAL
Reading	1613	133		1746
Mathematics	899	122	18	1039
Preschool and Kindergarten	67			67
English/Language Arts	324			324
Tutorial	15			15
Basic Skills	121			121
			Total	3312

SECTION III



PERSONNEL

Table No. 7

NUMBER OF TITLE I TEACHERS BY INSTRUCTIONAL AREAS (REGULAR SESSION) AS ABSTRACTED FROM SUMMARY REPORTS OF TITLE I, P.L. 89-10 PROJECTS

Instructional Activities	Pre K to K	1-6	7-12	UNGRADED	TOTAL
Reading	94	1,063.6	553.1	4.5	1,715.2
Reading/Language Arts	24				24
English/Language Arts	2	72	22		96
Mathematics		262.8	504.4	1.5	768.7
Tutorial		50	31		81
English as Second Language		3			3
Oral Communications		27			27
Other				254.7	254.7
TOTALS	120	1,478.4	1,110.5	260.7	2,969.6

Table No. 8

NUMBER OF TITLE I AIDES AND PARA-PROFESSIONALS BY INSTRUCTION AREAS (REGULAR SESSION) AS ABSTRACTED FROM SUMMARY REPORTS OF TITLE I, P.L. 89-10 PROJECTS

Instructional Activities	Pre K to K	K-3	1 - 6	7 - 9	10 - 12	UNGRADED	TOTAL
Reading	60	169	1,090.65	112.5	32.5	8	1,472.65
English/Language Arts	2	23	2				27
Mathematics	13.5		394.5	32	14	5	459
Communication Skills			123				123
English/Second Language			.5				.5
Tutorial			229.2	5	55		289.2
Home Program Aide			27				27
Other						1,538.1	1,538.1
Totals	75.5	192	1,866.85	149.5	101.5	1,551.1	3,936.45

Table No. 9

AREAS OF MAJOR EMPHASIS FOR STAFF DEVELOPMENT AS ABSTRACTED FROM SUMMARY REPORTS OF TITLE I, P.L. 89-10 PROJECTS

SUBJECT AREA	NUMBER OF DISTRICTS (BASED ON 67 DISTRICT RESPONSE)
Reading and Language Arts	56
Preschool and Kindergarten	3
Mathematics	45
Speech Therapy	2
School Social Work	5
Home-School Involvement	4
Health Services	2
Guidance, Psychological, Behavior Management and Behavior Modification	15
Other	15

In general, districts indicated that visits to other programs had provided the most positive staff development experience for their teachers and other staff members.

One district stated that the new relationships with other Title I personnel through classroom observation and conferences had stimulated its teachers to try new ideas and to initiate methods they had been able to observe in a real-life situation.

INSERVICE TRAINING DURATION (TIME ESTIMATION)

Of the 67 projects funded in 1974-75, 53 (eleven more than in the previous year) used the services of teacher aides. These aides together with teachers received about 20,973 hours of inservice training. In separate sessions, teacher received about 8,391 hours of inservice training and aides received approximately 11,964 hours of training. Other professionals were involved in about 1,094 hours of inservice training.

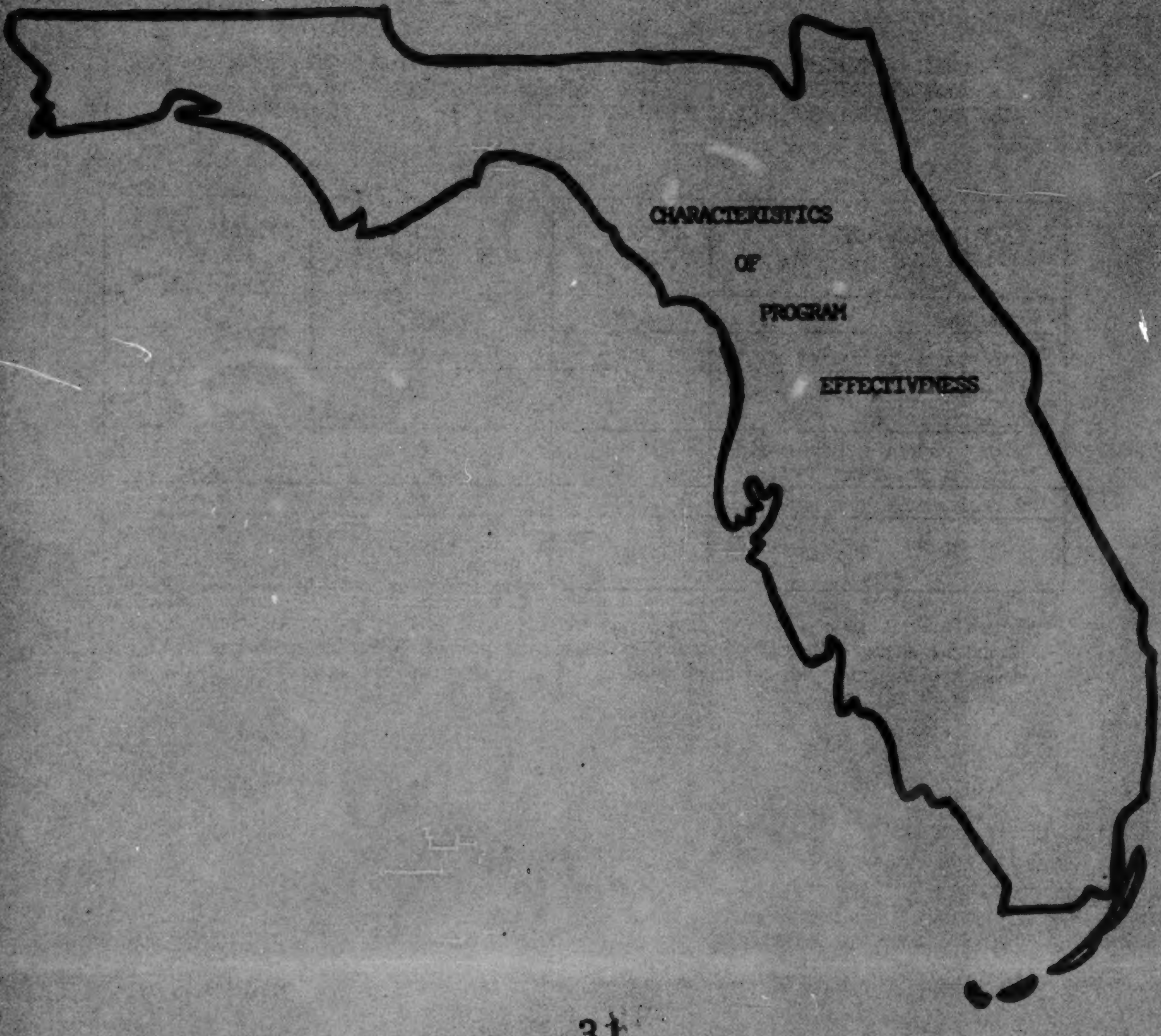
Table No. 10

NUMBER OF TEACHERS AND PARA-PROFESSIONALS RECEIVING INSERVICE TRAINING THROUGH USE OF TITLE I FUNDS ACCORDING TO DATA ABSTRACTED FROM SUMMARY REPORTS OF TITLE I, P.L. 89-10 PROJECTS

*STAFF DEVELOPMENT ACTIVITY	NUMBER OF TEACHERS	NUMBER OF OTHER EDUCATORS	TEACHER AIDES PARA-PROFESSIONALS
Workshops	1,373	547	1,568
Short-term Instruction	598	128	875
Visits to other programs and activities	207	77	73
Joint teacher-teacher aide training program	1,374	138	1,081
Miscellaneous training	239	137	459
TOTALS	3,786	1,027	4,056

*In reference to the staff development table, it should be noted that teachers, other educators, teacher aides and para-professionals were occasionally involved in more than one staff development activity.

SECTION IV



CHARACTERISTICS OF PROGRAM EFFECTIVENESS

A. CHARACTERISTICS OF PROGRAM EFFECTIVENESS

Most of the districts (over half of those responding) credited "highly qualified and motivated personnel" as the most important success factor in their project activities. Other factors listed in order of frequency mentioned in response to a question concerning the type of expenditure of Title I funds that has apparently been the most effective in producing desirable results were as follows:

1. Low pupil-personnel ratio (district response 20)
2. Small individualized equipment such as cassettes viewers, etc., and special materials (district response 20)
3. Indiviualized-prescriptive method (district response 16)
4. Funds spent for inservice training of Title I teachers and regular teachers who have target children in their classroom (district response 6)
5. Adequate needs assessment (district response 3)

B. RELATIONSHIP BETWEEN PROJECT COST AND PROJECT EFFECTIVENESS

In general, districts were not able to establish a relationship between project cost (per capita or total) and project effectiveness. Although several districts detailed some of the project improvements initiated through increased per pupil expenditures, most of them indicated that cost effectiveness studies are just not available to support a response to this query.

C. CHARACTERISTICS OF PROJECT EFFECTIVENESS

A question related to "evidence that more effective Title I projects have certain common characteristics" received very few responses; therefore, this general summary could not be taken as indicative of consensus of opinion in the 67 districts.

The summary is as follows:

1. Prevention of problems in primary grades rather than an attempt at remediation after the students have developed a long-standing failure syndrome.
2. Well chosen materials in sufficient quantity to individualize instruction to meet the specific needs of each target child.
3. Feedback to, and cooperation with, regular classroom teachers.
4. Highly qualified teachers and aides.
5. Parental involvement at both the school and with the child at home.
6. Assessment, teaching, testing and re-teaching on an individual basis.
7. Effective inservice activities.
8. Good "classroom management."
9. An acceptance by the Title I teachers that mathematics and reading skills are inter-related.
10. Individual diagnosis and prescription with close follow-up. Careful diagnostic and prescriptive record-keeping in which the student participates.
11. Performance objectives expressed in measurable terms.
12. Attractive child-centered instructional setting.

D. CHANGES IN DISTRICT ATTRIBUTED TO TITLE I

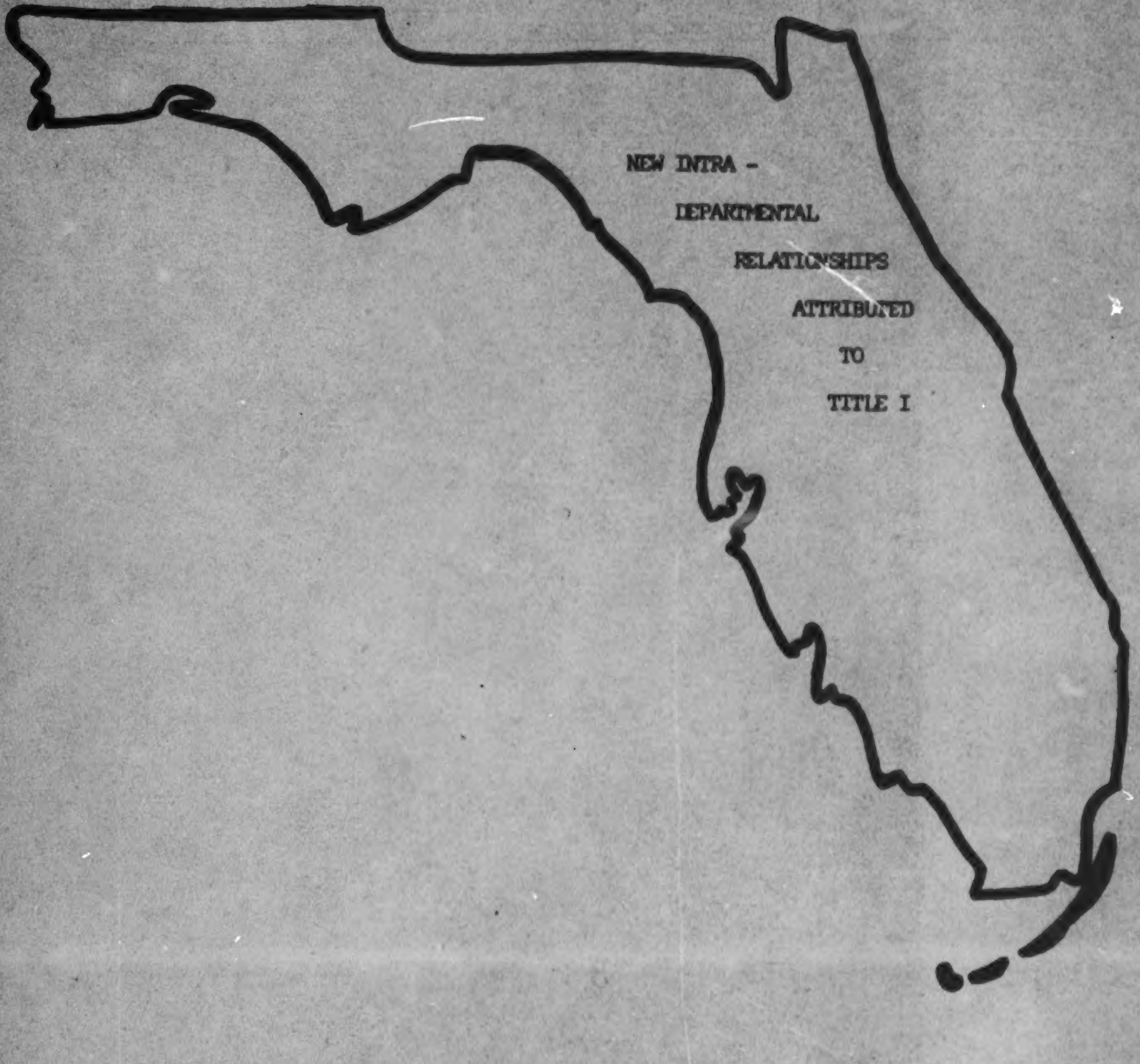
More emphasis on the basic skills and increased parental participation in the educational process were among the most frequent mentioned spin-off effects attributed to Title I by the 44 districts which responded to a question concerning Title I effects during the 1974-75 reporting period. Some specific effects, by districts, were:

DISTRICT	RESPONSE
Dixie	A response for districtwide needs assessment was worked out by Title I and local school supervisory personnel.
Palm Beach	Some equipment and materials used in the Title I program have been very effective in motivating the children. School administrators and teachers have become aware of this and have purchased similar equipment and materials for use in the regular school program.
Pasco	Greater awareness of the needs of children with diverse cultural backgrounds has been noted. The School Board recently approved the development of a bilingual program.
Broward	Favorable press coverage of new reading programs has created a positive climate for growth and development.
Marion	As a result of Title I programs in the district, there has been greater concern for the provision of reading experiences for younger students.
Washington	High school students (grades 10-12) served as tutors for Title I students in elementary schools. The high school students take "tutoring" as a credit course. The county furnished transportation hourly to and from the schools.
Bradford	A comprehensive assessment program for target schools will be extended to include all schools in the district.
Dade	Increased and improved teacher competencies in the area of instructional management of "systems" instruction in reading and mathematics have resulted from the Title I funded inservice program.
Highlands	Service from our Title I parent educator has resulted in improved health for many children.
Lee	Title I Advisory Council meetings in each Title I school have produced more interest among parents, teachers and students.
Seminole	A curriculum laboratory was established.
Sarasota	The realization that an adequate mathematics instructional program with emphasis on systems management is needed in the district.

DISTRICT	RESPONSE
Sarasota	Title I pointed out the need for reading improvement. The School Board, as a result, placed a countywide developmental reading program in first priority after recognizing that Title I could serve only a limited segment of the school population.
Suwannee	Employment of teacher aides.
Leon	More individualized instruction in the classroom.
Flagler	Fewer elementary students entering junior high school with serious reading problems.

SECTION V

NEW INTRA-DEPARTMENTAL RELATIONSHIPS ATTRIBUTED TO TITLE I



A. NEW INTRA-DEPARTMENTAL RELATIONSHIPS ATTRIBUTED TO THE CURRENT YEAR'S TITLE I PROJECT

More coordination between Title I programs and regular programs was the most frequently mentioned change in intra-departmental relationships attributed to Title I during the 1974-75 reporting period. Other changes noted by districts included:

DISTRICT	RESPONSES
Monroe	Increased communication between Title I teachers and regular teachers.
Pinellas	Better working relationship with district's Department of Research and Development.
Sarasota	Increased coordination and articulation of the district's data processing services in providing comparability computations, needs assessment and economic survey data.
Brevard	Group planning (including Curriculum Coordinator, Title I Learning Specialist and Title I staff) for individual children.
DeSoto	Increased follow-up of target students after release from Title I.
Charlotte	Noticeable improvement in relationship between Title I teachers and other staff.
Okaloosa	The methods of instruction practiced by the Title I teachers are being transferred to the regular teachers.
Broward	There has been more interaction and planning with other Federal Programs -*ESAA, Migrant, Career Education. Title I teachers were involved in teaching reading courses to county personnel after school.
Dixie	Other departments looked to Title I teachers for assistance in writing educational plan for target students and for ways to teach reading in subject area classes.
Suwannee	Title I personnel played a major part as resource people in the design and implementation of a new countywide language arts curriculum.
Taylor	Title I evaluation has had impact upon needs assessment of the regular reading and language arts program.
Hardee	Closer relationship between the Title I program and the program for Migrant children.

*Emergency School Aid Act

B. NEW RELATIONSHIPS WITH COMMUNITY ATTRIBUTED TO 1974-75 PROJECT

DISTRICT	RESPONSES
Pinellas	The inclusion of School-Community Resources Workers in seven Title I schools contributed to increased parental and community involvement.
Brevard	Fifteen new school communities were active in the Home-Involvement phase of the Title I program.
Martin	New relationships with the community have resulted because of the school and district Title I advisory committees. More parents of lower socio-economic levels are participating in the school programs in this community than ever before. The new position of Community Specialist has assisted in the formation of the new relationships.
Baker	We have noted more involvement in program planning.
Palm Beach	The parents of the participating children have been more actively involved in the project as a result of "open house" programs, visits, and special reports sent home with the child indicating his progress in the Title I program. Also better relationships with parents have occurred as a result of home visits by the Affective Education Counselor.

B. NEW RELATIONSHIP WITH COMMUNITY ATTRIBUTED TO 1974-75 PROJECT

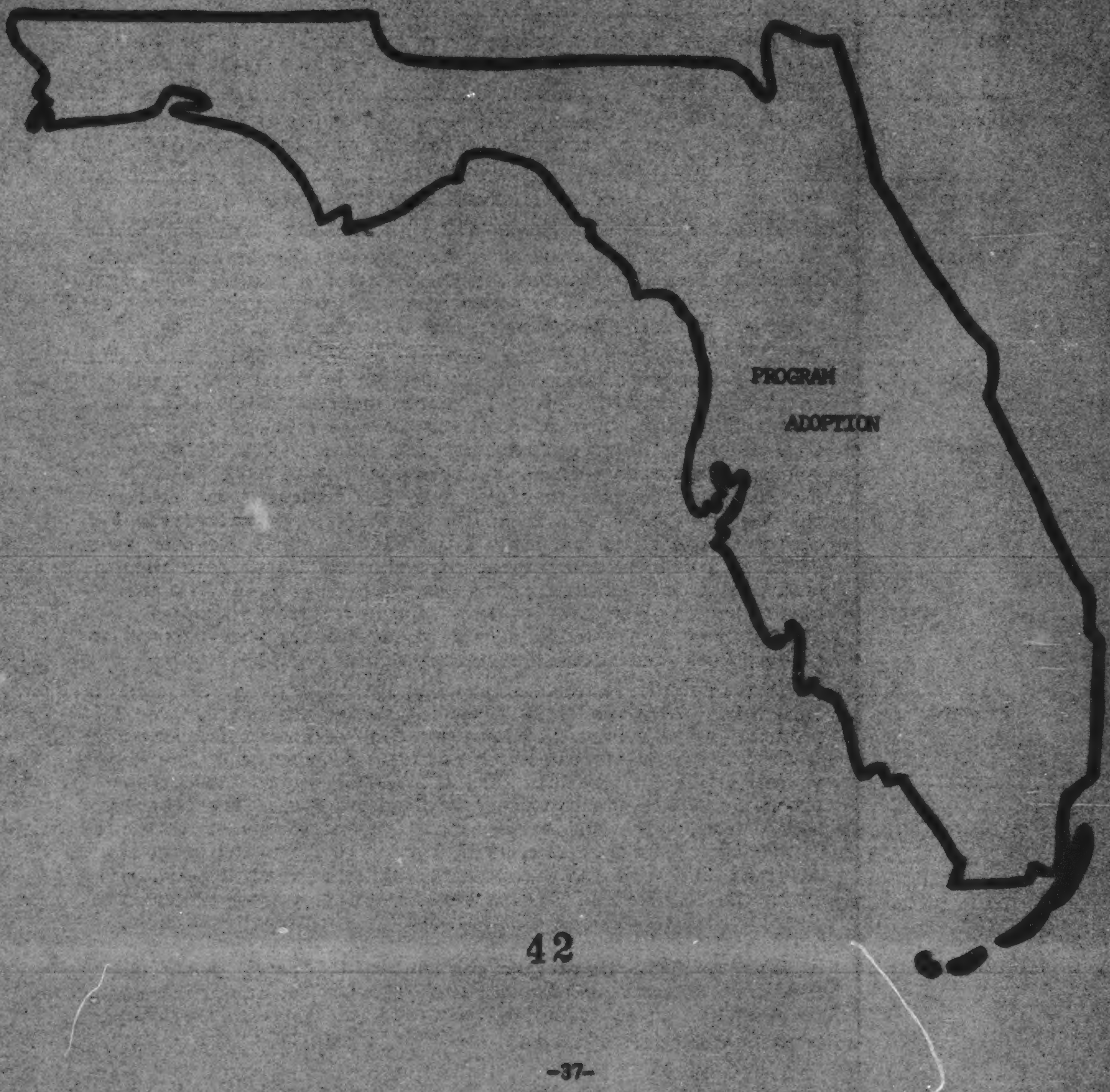
More awareness by the community concerning Title I and its attributes was the most frequent comment from the 29 districts responding to this query. Other responses were:

DISTRICT	RESPONSE
Broward	Increased parental interest and participation was noted as a result of home visits by School Community Workers who explained Title I and its functions to parents.
Dade	We have been involved with Community School Programs and worked with the Haitian Council members as a direct spin-off from Title I efforts.
Seminole	We hope to have our Public Relations Representative attend all of our Advisory Committee meetings beginning July 23, 1975. He will become more active in publicizing our activities.

C. NEW RELATIONSHIPS WITH NONPUBLIC SCHOOL ATTRIBUTED TO THE 1974-75 PROJECT

Generally improved relationships with nonpublic schools were reported by the 17 districts responding to the question concerning the new relationships (developed during 1974-75) with nonpublic schools. Some specific responses were:

DISTRICT	RESPONSE
Volusia	A conference involving the State Title I Coordinator, the District Superintendents, the Coordinator of Government Programs, Diocese of Orlando, the District Title I Supervisor and the Principals of local Catholic Schools resolved a number of questions and improved relations between the public and nonpublic schools.
Brevard	A new relationship was established with the parents as noted by their awareness, interest, and participation with the Title I program.
Hillsborough	There has been a further expansion of the services provided to the nonpublic schools. The number of serviced nonpublic schools has been expanded from eight to nine. In addition achievement testing comparable to that of Hillsborough County's public schools has been implemented at all nine of the serviced nonpublic schools in kindergarten through fifth grade.
Duval	The school based management concept has brought about a more harmonious relationship between regular classroom teachers and Title I teachers in the nonpublic schools.
Dade	The lines of communication have been significantly opened as evidenced by nonpublic school principals inviting the Title I Coordinator to discuss Title I efforts with total school faculty.
Leon	There has been good attendance by nonpublic school parents at Title I workshops and at Advisory Council Meetings.


PROGRAM
ADOPTION

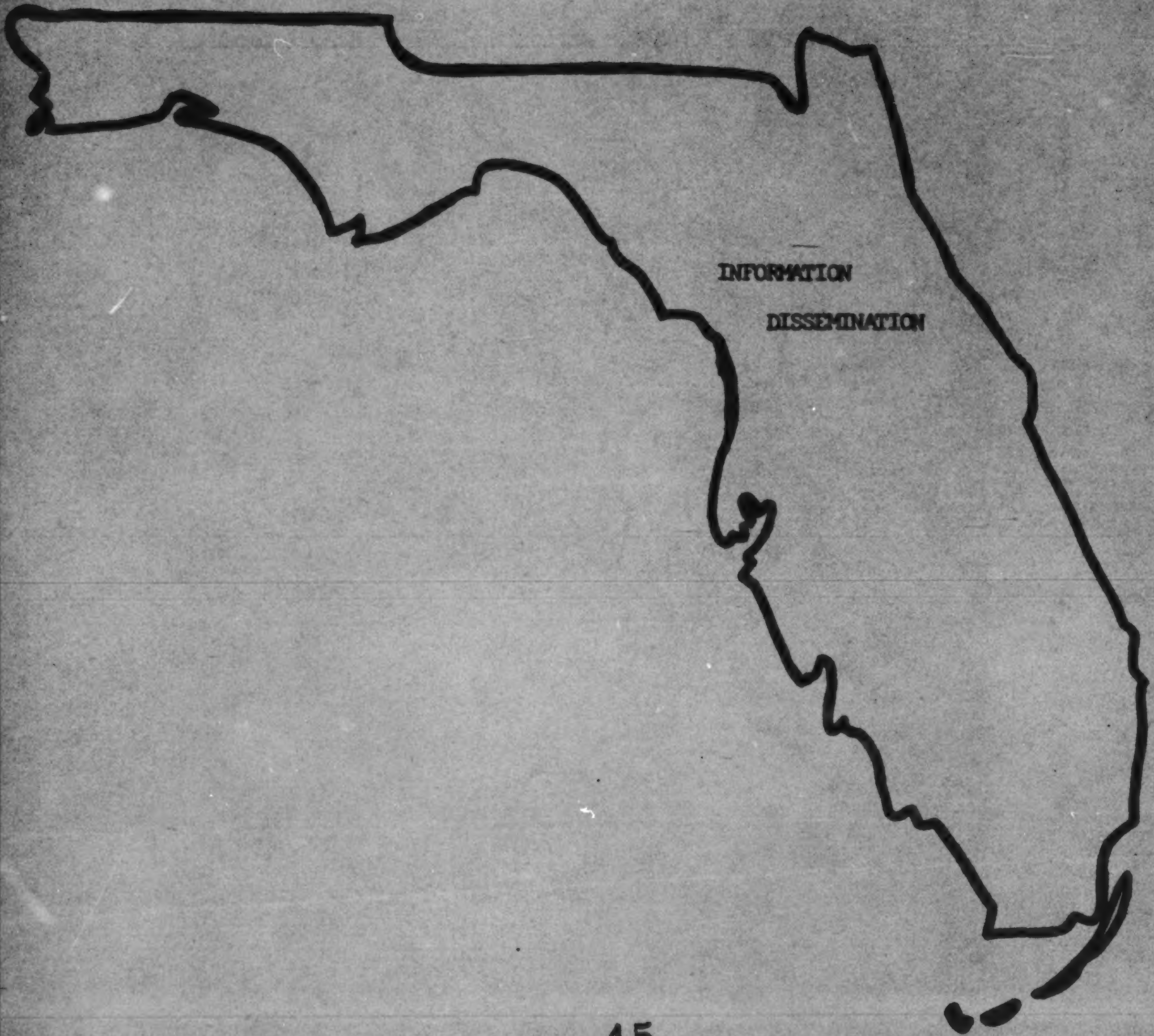
42

PROGRAM ADOPTION

Since responses were limited to incidents not previously reported, only 11 districts made comments concerning program or educational techniques introduced by Title I but later expanded to a wider audience. Examples include:

DISTRICT	RESPONSE
Martin	The needs assessment performed this year in Title I led Martin County to expand the needs assessment from just Title I to the entire district.
Baker	Prescriptive type teaching was very successful in the Title I reading program and some of the regular elementary school teachers have adopted this approach.
Seminole	Interest centers for small group instruction developed in Title I is now being used in many of the regular classrooms.
Alachua	The adoption of a reading management system (Random House High Intensity Program) pointed out the need for a reading management system districtwide. The new director of reading is working with staff and district teachers on the selection of a reading management system which could be used districtwide.
Duval	School-based planning and implementation in Duval County was initiated through the Title I program and has resulted in the district applying this approach to the operation of its schools to a degree. The program allows each school, with Title I and regular classroom teachers and principals involved to plan an instructional program they feel they can implement and achieve the best results within the parameters of the overall Title I district objectives and Title I guidelines. This was done in 28 Title I schools and has expanded to some degree into the entire district. This approach was adopted primarily on the basis that the positive feelings of school level personnel generated by their having a role in determining what happens in their school would foster a greater effort on behalf of the Title I program.
Broward	In October, 1974 the Title I Reading Center was one of over 1500 programs to be surveyed by the American Institutes for Research in Palo Alto, California which had been contracted by the Right to Read Office in the U.S. Office of Education to conduct an extensive search for exemplary reading programs. The programs had to have proven themselves effective and worthy of dissemination nationwide. On April 16, 1975, the Title I Reading program was selected as one of the outstanding validated reading programs in the United States. The packaged reading program prepared by the U.S. Office will be disseminated to a national audience. On May 23, 1975, the program was sent to Mr. George Anderson, Director, Research and Development, Florida Department of Education, to be shared in an effort by the state in improving training of persons who teach students.

DISTRICT	RESPONSES
Bradford	Last year's Title I program proved the effectiveness of emphasis on pre-reading skills (visual and auditory perception, motor coordination, language, etc.) on the progress of primary students in reading. Using local funds, a reading specialist was employed to complete an experimental county reading curriculum which incorporates constant checks in basic skills. Its use will be mandatory in all primary grades next year, thus extending the findings of Title I to all primary students. By contract with CTBS/McGraw-Hill (Comprehensive Test of Basic Skills) the Title I Assessment program was vastly increased in scope. This testing program proved so satisfactory that it will be extended to all schools during the 1975-76 school term.



INFORMATION DISSEMINATION

TABLE NO. 11

TYPES OF INFORMATION DISSEMINATED AND TARGETS OF DISSEMINATION

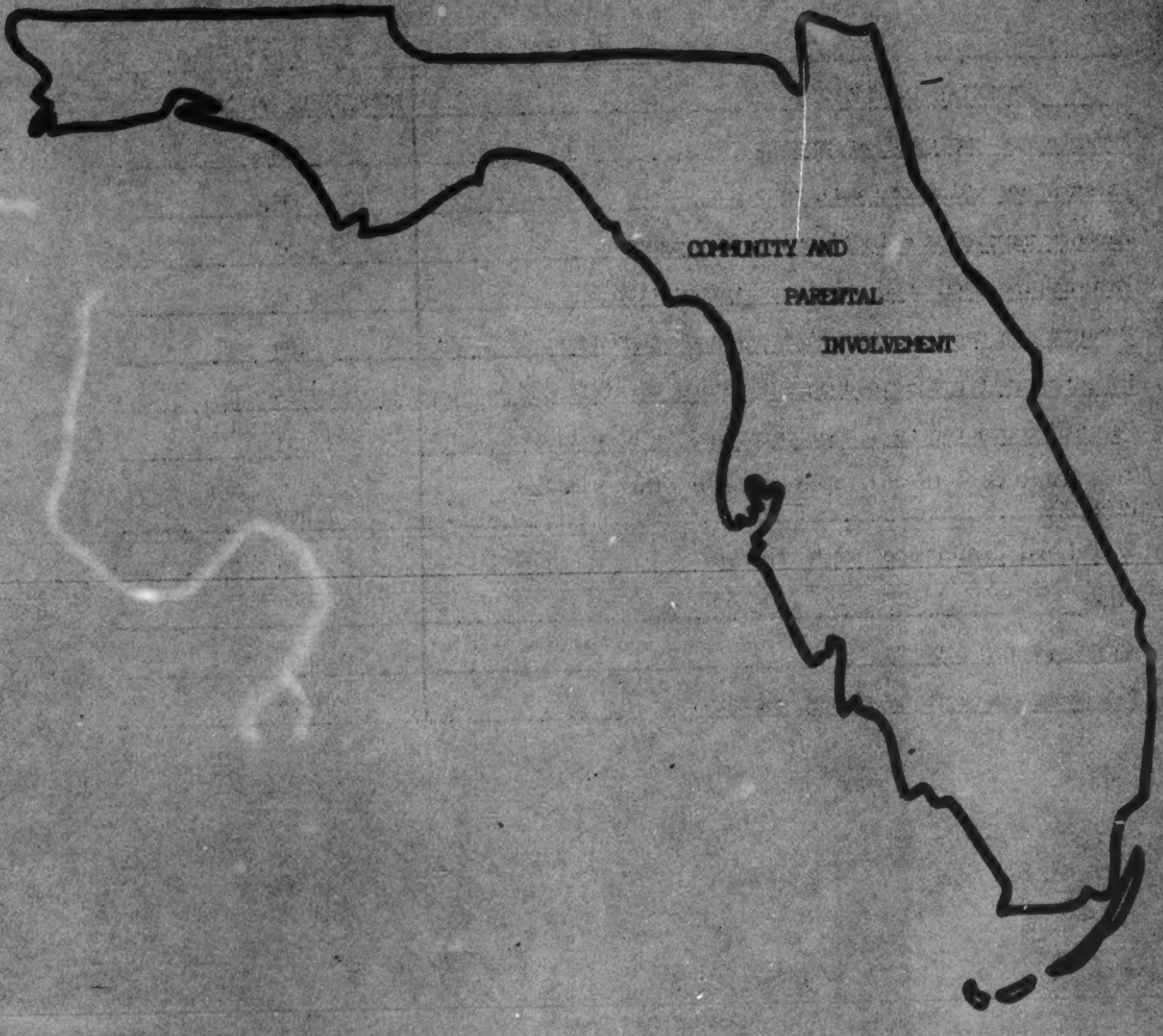
TARGETS OF DISSEMINATION

TYPES OF INFORMATION TO BE DISSEMINATED	Students	Non-Professional Title I Personnel	Professional Instructional Title I Personnel	Non-Title I Personnel	Parents of Title I Participants	Principals of Title I Schools	Title I Advisory Council	General Public	Title I Coordinator in Other Districts	Educational T.V. Audience	Commercial T.V. Audience	Newspaper Audience	Radio Audience	Local School Board and Superintendent	Other Local School Supervisory Personnel	Local College Personnel
Advisory Council Minutes	0	28	46	17	19	45	60	9	7	0	1	9	3	40	42	3
Communications from DOE	2	27	52	18	19	52	46	10	2	0	1	5	0	51	43	2
Communications from U.S.O.E.	1	21	36	14	14	47	43	6	2	0	1	4	1	43	30	1
Federal Title I Law	5	29	51	27	22	49	53	16	3	2	2	10	3	42	44	2
Federal Title I Regulations	6	29	48	30	29	57	56	20	3	2	2	12	4	54	47	2
Federal Program Guidelines	4	36	59	36	34	59	57	17	6	1	2	13	3	56	51	2
Local Board Policy Relating to Title I	2	34	49	28	28	49	47	11	3	2	2	11	4	41	41	3
Proposed Program Designs	5	33	56	34	35	56	57	20	14	2	4	21	8	51	47	5
List of Advisory Council Members	3	29	52	22	36	57	54	17	4	1	1	14	4	55	49	2
Program Evaluation Reports	4	24	53	25	27	52	25	12	1	2	11	6	6	65	46	3
List of Needs in Priority Order	6	29	55	28	30	57	61	12	8	0	1	8	3	50	45	3
Approved Completed Application	3	26	46	23	19	57	54	11	12	0	1	11	8	56	46	4
Informative Description of Program	14	37	50	34	41	52	53	29	15	4	5	24	10	54	48	9
Summary of Title I Project	7	34	49	30	34	50	51	18	14	3	5	19	12	56	38	5

Table No. 12

NEW PUBLIC INFORMATION OR INFORMATION DISSEMINATION DEVICES THAT WERE DEVELOPED (OR USED FOR THE FIRST TIME) IN SCHOOL DISTRICTS DURING 1974-75 AS ABSTRACTED FROM SUMMARY REPORTS OF TITLE I, P.L. 89-10 PROJECTS

INFORMATION DISSEMINATION DEVICE OR STRATEGY	NUMBER OF DISTRICTS
The regular issue of newsletters to schools	1
Use of full time coordinator of information who works with the Title I Advisory council and the program personnel, serving as the contact person and issuing effective information releases.	2
Issue of current newsletters designed to be placed in reception rooms for pick-up.	2
In-service and demonstration projects.	6
Radio Programs.	1
Placing official representatives of the Title I program on governing boards of governmental agencies and civic groups.	3
Inclusion of material in the Superintendent's Annual Report.	6
Handbooks and brochures	3
Others (Newspaper Articles)	2
Reports to principals	1



COMMUNITY AND PARENTAL INVOLVEMENT

TABLE NO. 13

COMMUNITY AND PARENTAL INVOLVEMENT

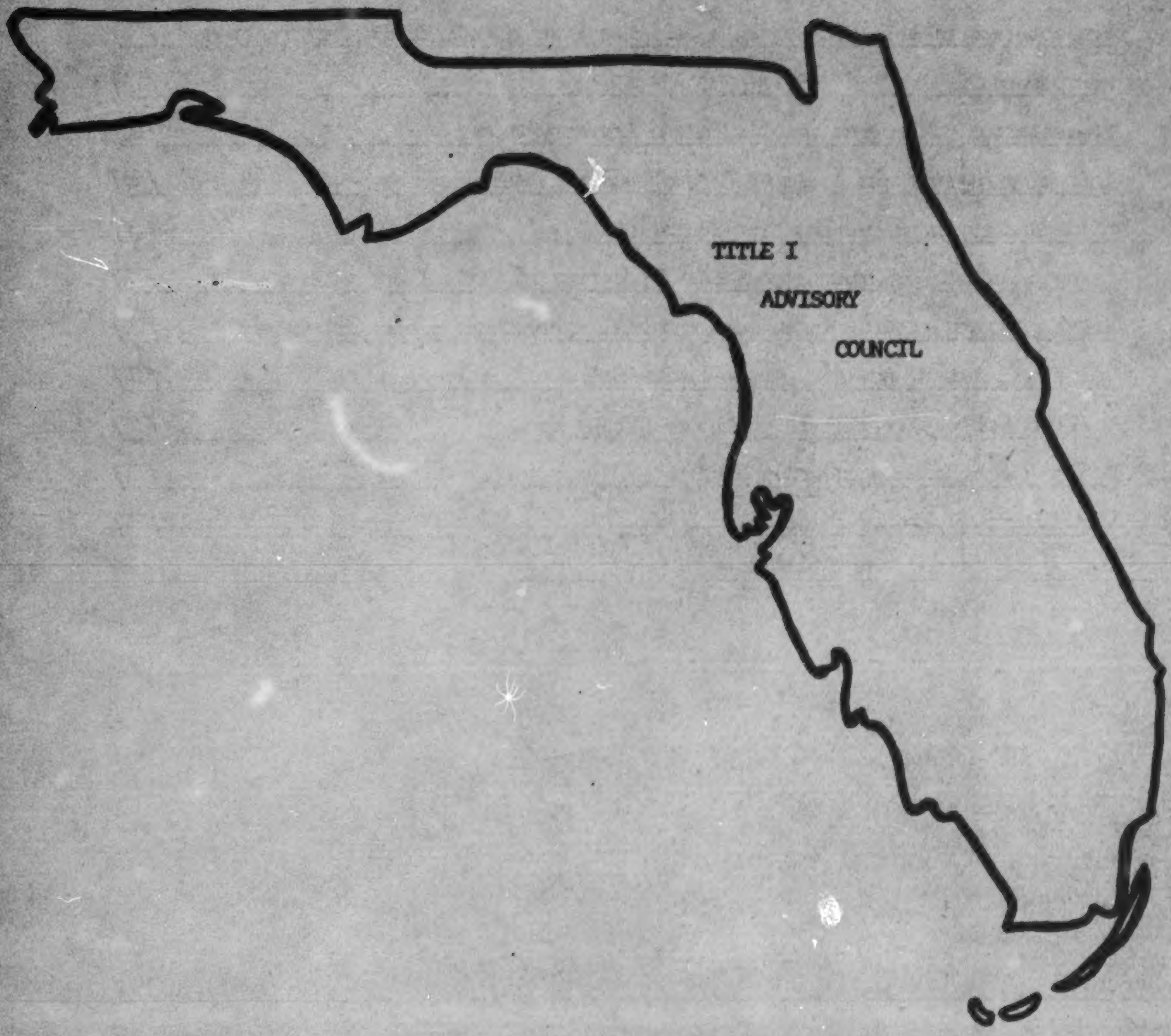
VARIOUS WAYS IN WHICH PARENTS OF PROGRAM PARTICPANTS WERE INVOLVED WITH THE TITLE I PROJECT AND ESTIMATED NUMBER OF PARENTS INVOLVED

PARENTAL INVOLVEMENT	NUMBER OF PARENTS
Parents are employed on project	314
Parents are volunteer workers	996.
Parents participate in planning of programs	1536
Parents are used to disseminate information	5270
Parents are used to recruit staff and students	104
Parents visit projects upon invitation of staff	9365
Parents contacted by school personnel on home visits	11001
Attendance parents day, open house or other similar programs	11062
Individual conferences with teachers	13216
Other	
Workshops for parents	461
Telephone contacts by parent coordinator	3117

TABLE NO. 14

COMPILATION OF INDIVIDUAL DISTRICT ASSESSMENT OF THE MOST EFFECTIVE OR MOST PROMISING METHOD UTILIZED DURING 1974-75 TO BUILD COMMUNITY INTEREST IN THE TITLE I PROJECT

METHODS AND TECHNIQUES USED BY DISTRICTS	NUMBER OF DISTRICTS
Personal contact	48
Presentation of selected segments of Title I program to civic organizations	3
Newspapers	10
Presentation of program details to the Advisory Council	50
Informing parents and children of programs available	42
Slide and synchronized sound presentations	6
Using personnel of other agencies and programs in Title I activities	4
Night programs, tours, individual and small group conferences for parents	22
Joint meetings of Advisory Council with Boards of other agencies	1
Utilizing more personnel in public relations work	3
Other (Radio announcements)	1
Workshops for parents in school centers	1



TITLE I

ADVISORY

COUNCIL

TITLE I ADVISORY COUNCIL

Districts were asked to respond to the items which applied to their Advisory Council. (67 District) response to survey.

Please respond to the items which apply to your Advisory Council

A. How many members serve on your Advisory Council?

1. at district level 1439
2. at target school level 3309

B. How many meetings were held by your Advisory Council?

1. at district level 218
2. at target school level 485

For items C through H please check those items which apply to your project

C. How are Advisory Council members selected?

1. Appointed or nominated by administrators 28 Districts
2. Recommended by teachers 27 Districts
3. Volunteer 28 Districts
4. Elected by Title I parents 37 Districts

D. Orientation and Training of Advisory Council members includes the following:

1. Dissemination of general information on program to public 50 Districts
2. Distribution of Title I newsletter 17 Districts
3. Distribution of advisory council meeting minutes 54 Districts
4. Distribution of application, evaluation, etc. 47 Districts
5. Orientation packet provided 30 Districts
6. Employ a parent coordinator 8 Districts
7. Observe classrooms 51 Districts
8. Staff member visit home 27 Districts
9. Meetings
   - a. staff presentation on Title I 55
   - b. films or video-tapes shown 22
   - c. outside speakers 14

10. Regular parent in-service

a. instruction in evaluation	16 Districts
b. instruction in Title I history, philosophy, procedures	37 Districts
c. instruction in leadership skills	10 Districts

E. How is the Advisory Council involved in program planning?

1. Attend planning meeting(s) for discussion of tentative plans	64 Districts
2. Read and approve final draft of application before submission	26 Districts
3. Read and suggest revision to a first draft application	25 Districts
4. Provide general input	60 Districts

F. Advisory Council is involved in operation through the following activities:

1. Observation of classroom	51 Districts
2. Volunteering as aides	23 Districts
3. Regular meetings	58 Districts
4. Special program or events	37 Districts
5. Providing input on program details	42 Districts
6. State Title I conferences	11 Districts
7. Conferring with Title I teachers	62 Districts
8. Home Visits	17 Districts

G. How is the Advisory Council involved in program evaluation?

1. Assist in preparing evaluation report	10 Districts
2. Review and approve evaluation report	30 Districts
3. Provide general feedback	56 Districts
4. Observe program	47 Districts
5. Complete questionnaire or check-sheet	18 Districts
6. Participate in opinion survey	24 Districts

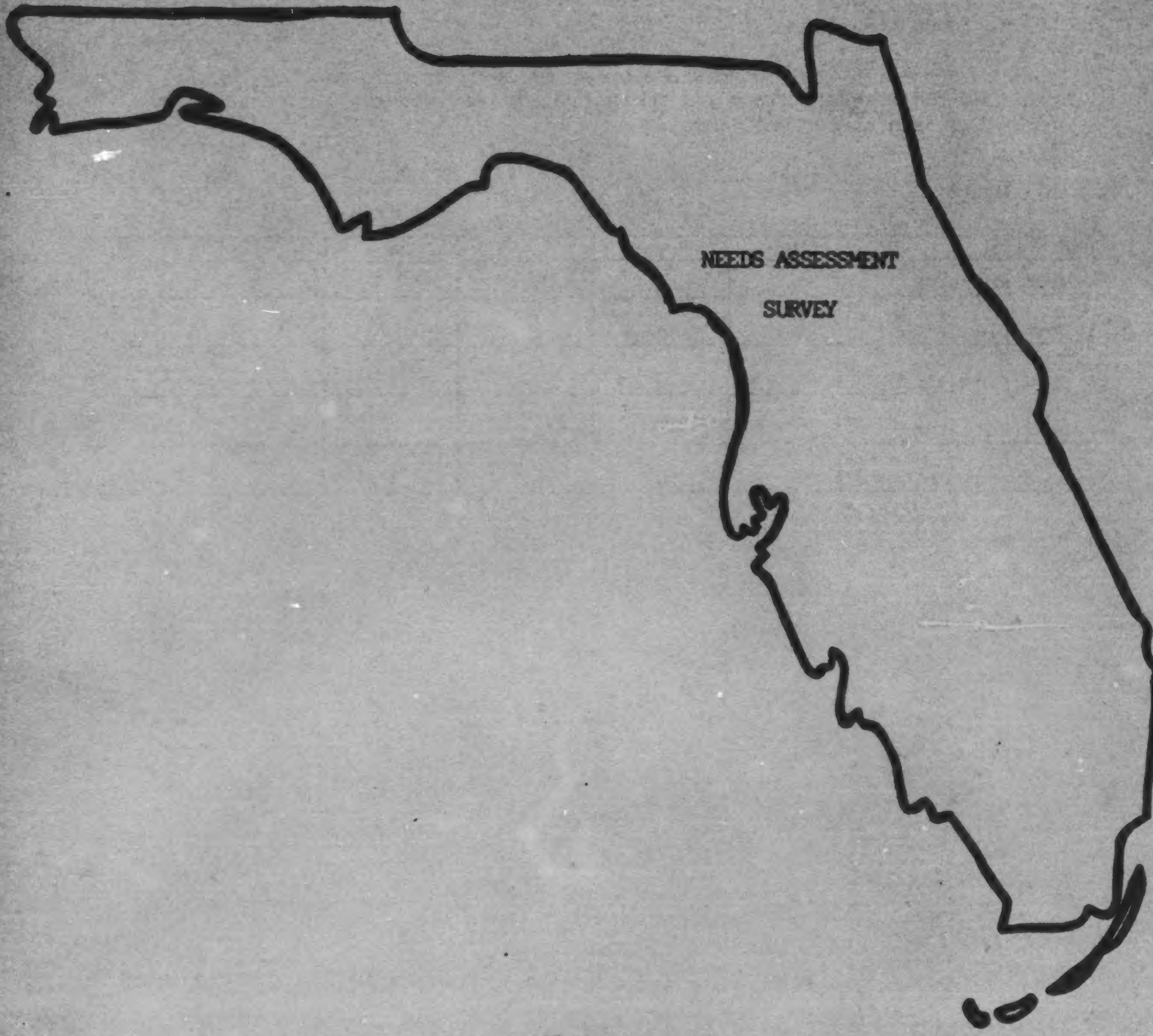
H. Funds are budgeted for the following advisory council expenditures:

1. Salary for parent coordinator — 7 Districts
2. Mileage expenses (meetings, conferences) — 20 Districts
3. Meeting costs — 9 Districts
4. Communication costs (printing and mailing of announcements, newsletters) — 17 Districts
5. No funds budgeted — 40 Districts

I. Rank in order 1-5 items of discussion at advisory council meetings which received the most attention (1) to that which received the least attention (5). Use each number only once.

EXHIBIT NO. 2

RANK ORDER	1	2	3	4	5
Program adoption	6	6	17	24	10
Program planning	28	24	8	2	1
Program evaluation	1	9	17	19	19
Program budgeting	1	5	15	10	32
Needs assessment	29	19	9	6	1



NEEDS ASSESSMENT
SURVEY

EXHIBIT NO. 3

1. Needs Assessment

DISTRICTS WERE ASKED TO INDICATE THE MOST PRESSING EDUCATIONAL NEEDS OF THE TITLE I CHILDREN
AND TO LIST THE NEEDS IN RANK ORDER

Scale	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL
Inadequate Reading Development	62	1	3	1											67
Inadequate Command of Language	1	27	18	4		2			1		1				54
Poor Health		2	1	2	4	3	4	1	2	2	1				22
Nutritional Deficiencies				4	4	6	6	2	1			1			24
Cultural Deprivation	2	5	9	15	4	4	1	1							41
Inadequate Knowledge of Mathematics	2	24	9	3	4	1	2	1							46
Inadequate Provisions for Educating the Handicapped (Physical & Mental)				1	1		2	6	1	4					15
Inadequate Preschool Experience	1	4	16	10	8	3									42
Inadequate Educational Facilities	1			2	5	3	2	1	6	2					22
Inadequate Instructional Facilities and Equipment		1	2	3	5	2	2	3	2	4					24
Sociological Problems Affecting Learning						1									1
Lack of Parental Home Interest Due to Both Parents Working	1														1
Poor Self-Concept, Poor Attitude Toward School			1												1
Dental Health						1									1
Summer School, Dental Program	1														1
	70	64	59	45	35	26	19	15	13	12	2	1			361

EXHIBIT NO. 3 CONT'D.

Districts were asked to check the methods and/or devices used to assess learner needs in ESEA, Title I target schools

2. NEEDS ASSESSMENT

SUMMARY RESPONSES	TOTAL IN EACH CATEGORY
Standardized Achievement Tests	67
Ability Tests	31
Diagnostic Tests	57
Other Published Tests	26
Teacher or locally prepared cognitive tests	42
Observation techniques	48
Sociometric techniques	1
Questionnaires (Survey-attitude Scales)	29
Anecdotal records	28
Criterion Referenced test, IPMS Test - Individual Pupil Monitoring System	1
PAD (Progress Affective Domain) an individual report on social behavior during the school year	1
Regular informal feedback from teachers & principals based upon their observations of and interactions with the learner.	1
Referrals from agencies that may be of assistance in relating to needs for special remediation for certain pupils	1
Self concept scale and teacher observation	1
Advisory Council	1
Tutorial Record Sheets, Home Program Weekly Report	1
Self-Check Tests	1
Spache Listening Potential	1
MAGS, (Multi-Dimensional Assessment of Gains in School) Non-Cognitive-Domain	1
CTBS) Comprehensive Test of Basic Skills	1
Informal Reading Inventories	1
Cummulative Records	1
Total	342

EXHIBIT No. 4
SUMMARY OF RESPONSES

DISTRICTS WERE ASKED TO EVALUATE THE FOLLOWING AREAS FROM THE STANDPOINT OF THEIR OWN OBSERVATIONS BY INSERTING THE APPROPRIATE NUMBER: 0=non-existent; 1=poor; 2=fair; 3=good; 4=very good; 5= excellent

SCALE	1	2	3	4	5	o	TOTALS
Pupil interest and participation			18	27	22		67
Pupil greatest needs met through project		2	13	33	19		67
Contribution of teacher aides to project			6	23	28	9	66
Contribution of Title I procured material and equipment		1	8	27	31		67
School faculty's collective attitude toward project		4	24	32	7		67
Private school's attitude toward project involvement	3	2	6	16	6	26	59
Parent appreciation of project	1	2	19	30	15		67
Contribution to total education program in school district		1	10	34	22		67
Totals	4	12	104	222	150	35	527

EXHIBIT NO. 4 Cont'd.

SCALE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTALS
School planned and implemented program(school based programming)	1														1
Individualized instruction, attention, supervision and assistance	1			1											2
Faculty Cooperation	3				1										4
The cooperation of all district personnel has considerably helped the program.	2														2
Individualized Prescriptive Teaching	1														1
TOTALS	103	79	65	60	64	57	52	45	32	27	15	7	3	1	610

NEEDS ASSESSMENT
SUMMARY OF RESPONSES

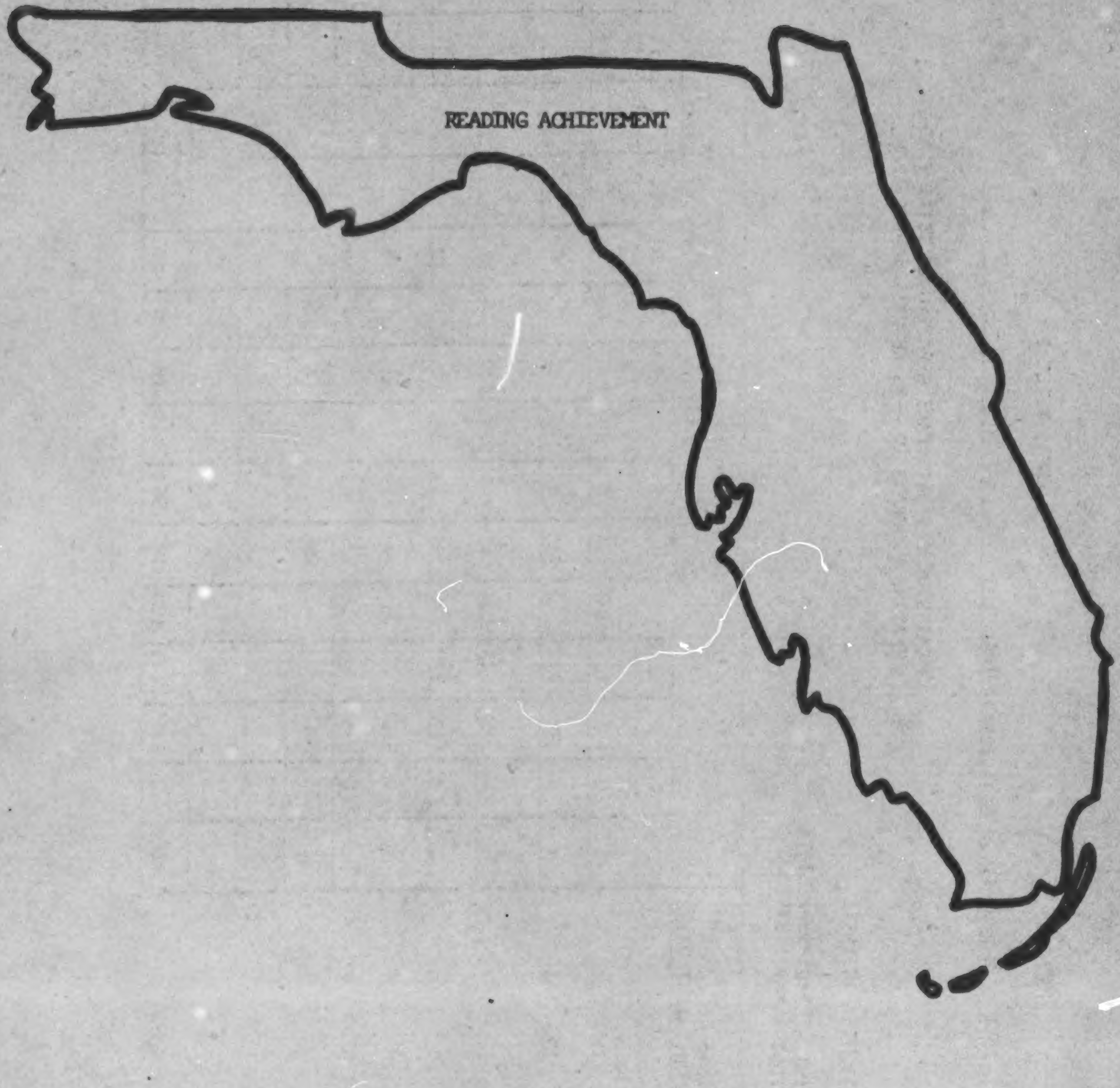
EXHIBIT NO. 4 Cont'd.

DISTRICTS WERE ASKED TO INDICATE THE FACTORS WHICH MADE IT DIFFICULT FOR THEM TO ACCOMPLISH THEIR OBJECTIVES

SCALE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTALS
Trained teachers not available	2	5	3	1	1										12
Specialists not available	5	1	5	2			1								14
Inadequate facilities	7	9	4	5											25
Short duration of project	2	6	1	1	2										12
Inadequate parental support	2	6	2	2	3		1								16
Late approval of funds	30	8	2												40
Inadequate equipment and supplies		2	2	2		1		1							8
Teacher load too great	6	6	2	3											17
Inadequate guidelines		4	2			2									8
Selection of the ones who showed the greatest need	1														1
Inability to have children with particular educational problems identified early in the year	1														1
District boundary changes which resulted in student transfers, thus delaying class selection and diagnostic procedures.			1												1
Teacher turnover in program	2														2

EXHIBIT NO. 4 Cont'd.

More funds needed for this county to serve more students			1												1
Scheduling of students into lab at times not interferring with regular curriculum	2														2
Too many activities that take students away from reading	1														1
Students who do not have ability to achieve, yet who tested too high to be in special education.	1														1
Although we would like additional parental support for greater success, parents did not show an interest.	1														1
The lack of certain administrative personnel to assume the responsibilities for following the project guidelines	3	1													4
Twenty-two miles between cities to be serviced by Title I				1											1
One school did not receive its supplies and equipment at the beginning of the school year	1														1
TOTALS	67	48	25	17	6	3	2	1							169



READING ACHIEVEMENT

TABLE No. 15

ESEA, TITLE I

TEST Metropolitan Achievement Test

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. .01 - .24	0	0	0	10	300	0	0	0	0	0	0				310	3.93
II. .25 - .49	0	0	58	293	10	230	0	14	0	0	0				605	7.67
III. .50 - .74	0	0	0	1248	1308	543	313	534	170	30	78				4224	53.57
IV. .75 - .99	0	0	177	488	196	182	14	0	0	276	12				1345	17.06
V. 1.0 - 1.49	0	0	586	82	217	192	162	0	21	0	0				1260	15.98
VI. 1.5 or More	0	0	0	0	0	0	65	76	0	0	0				141	1.79
TOTAL	0	0	821	2121	2031	1147	554	624	191	306	90	GRAND TOTAL			7885	

TABLE No. 16

ESEA, TITLE I

TEST Comprehensive Test of Basic Skills 67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I
READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. <0	0	0	0	0	0	0	0	0	0	0	74	0			74	.47
II. .01 - .24	0	0	0	122	0	0	0	0	0	0	0	0			122	.78
III. .25 - .49	0	0	128	186	62	93	0	0	0	0	0	55			524	3.35
IV. .50 - .74	0	0	473	1012	1036	326	407	309	357	267	0	0			4187	26.73
V. .75 - .99	0	0	0	1709	927	1039	460	103	88	39	0	0			4365	27.86
VI. 1.0 -1.49	0	0	82	116	209	349	1406	711	978	489	159	0			4499	28.72
VII. 1.5 or More	0	0	0	269	305	383	0	0	937	0	0	0			1894	12.09
TOTAL			683	3414	2539	2190	2273	1123	2360	795	233	55	GRAND TOTAL		15665	

TABLE No. 17

ESEA, TITLE I

TEST Stanford Achievement Test

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL														
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. < 0	0	0	0	0	0	0	78	0	0	22	0	0			100	.42
II. .01 - .24	0	0	62	345	19	0	100	48	45	0	0	0			619	2.58
III. .25 - .49	0	0	0	701	703	382	19	188	232	274	0	0			2499	10.43
IV. .50 - .74	0	0	0	1191	1788	1263	294	250	311	157	33	0			5287	22.07
V. .75 - .99	0	0	63	264	2037	1156	314	490	820	358	0	0			5502	22.97
VI. 1.0 - 1.49	0	0	466	1669	143	1026	3156	1657	30	200	18	14			8379	34.98
VII. 1.5 or More	0	0	221	426	431	31	110	0	181	167	0	0			1567	6.54
TOTAL			812	4596	5121	3858	4071	2633	1619	1178	51	14	GRAND TOTAL		23953	

TABLE No. 18

ESEA, TITLE I

TEST Slosson Oral Reading Test

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. .01 - .24	0	0	0	0	0	0	0	12							12	.22
II. .25 - .49	0	0	834	0	29	55	19	51							988	15.27
III. .50 - .74	0	0	231	11	0	0	71	0							313	5.79
IV. .75 - .99	0	0	0	0	0	0	0	0							0	0
V.1.0 - 1.49	0	0	0	966	1098	795	688	518							4065	75.18
VI.1.5 or More	0	0	0	0	0	29	0	0							29	.54
TOTAL			1065	977	1127	879	778	581					GRAND TOTAL		5407	

TABLE No. 19

ESEA, TITLE I

TEST California Achievement Test

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. .01 - .24	0	0	0	0	0	0	0	0	0	0	0	0	0			0
II. .25 - .49	0	0	0	16	0	0	0	0	0	0	0	0	0		16	1.95
III. .50 - .74	0	0	0	44	16	13	21	0	0	0	93	0	0		187	22.80
IV. .75 - .99	0	0	19	33	16	0	0	16	0	0	10	95	0		189	23.05
V. 1.0 - 1.49	0	0	0	0	75	60	59	95	32	0	0	0	4		325	39.63
VI. 1.5 or More	0	0	0	82	0	0	0	0	0	21	0	0	0		103	12.56
TOTAL			19	175	107	73	80	111	32	21	103	95	4	GRAND TOTAL	820	

TABLE No. 20

ESEA, TITLE I

TEST Spache Diagnostic Reading Scales

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. .01 - .24	0	0	824	0	0	0	0								824	9.46
II. .25 - .49	0	0	0	0	0	19	0								19	.22
III. .50 - .74	0	0	0	0	0	795	690								1485	17.05
IV. .75 - .99	0	0	0	970	865	0	0	530							2365	27.15
V. 1.0 - 1.49	0	0	0	720	866	1021	742	569							3918	44.98
VI. 1.5 or More	0	0	0	0	100	0	0								100	1.15
TOTAL			824	1690	1831	1835	1432	1099					GRAND TOTAL		8711	

TABLE No. 21

ESEA, TITLE I

TEST Gates MacGinitie Reading Tests

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I READING PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL

PRE - September, 1974
POST - May, 1975

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. < 0	0	0	0	0	0	0	9	[illegible]	0	0	0				9	.30
II. .01 - .24	0	0	0	0	0	0	0	11	0	0	0				11	.37
III. .25 - .49	0	0	0	42	0	0	0	0	36	0	10				88	2.94
IV. .50 - .74	0	0	0	0	41	0	12	89	482	0	0				624	20.82
V. .75 - .99	0	0	20	67	10	24	26	0	235	153	0				535	17.85
VI. 1.0 - 1.49	0	0	0	0	49	0	45	20	452	0	0				566	18.89
VII. 1.5 or More	0	0	0	369	389	58	42	0	270	36	0				1164	38.84
TOTAL			20	478	489	82	134	120	1475	189	10	GRAND TOTAL			2997	

TABLE No. 22

CHANGES IN PERENTILE RANKING BY GRADES/COMPREHENSIVE TEST OF BASIC SKILLS READING 1974-75

Testing Interval-9 Months

GRADE	NUMBER TESTED PRE AND POST		9th %ile and Below	10th to 19th %ile	20th to 29th %ile	30th to 39th %ile	40th to 49th %ile	50th to 59th %ile	60th to 69th %ile	70th to 79th %ile	80th to 89th %ile	90th - 99th %ile
1	1106	PRE	382	270	155	105	80	60	19	26	8	0
		POST	52	174	125	141	100	133	93	92	102	34
2	933	PRE	693	151	40	30	10	3	1	0	0	0
		POST	401	237	97	85	46	38	11	9	2	2
3	1060	PRE	542	300	121	56	30	8	3	0	0	0
		POST	282	316	175	115	94	38	24	8	5	3
4	155	PRE	124	31	0	0	0	0	0	0	0	0
		POST	62	50	24	5	2	3	6	1	2	0
5	224	PRE	188	36	0	0	0	0	0	0	0	0
		POST	83	71	36	19	7	5	0	1	1	1
6	51	PRE	46	4	1	0	0	0	0	0	0	0
		POST	26	16	8	1	0	0	0	0	0	0
7	367	PRE	298	66	3	0	0	0	0	0	0	0
		POST	305	55	6	1	0	0	0	0	0	0
8	39	PRE	33	1	4	1	0	0	0	0	0	0
		POST	22	10	3	4	0	0	0	0	0	0
9	78	PRE	29	27	16	5	1	0	0	0	0	0
		POST	20	28	18	8	3	1	0	0	0	0
		PRE										
		POST										
		PRE										
		POST										
TOTAL			2588	1843	832	576	376	289	157	137	120	40

TABLE No. 23

CHANGES IN STANINES BY GRADES/METROPOLITAN READINESS TEST/METROPOLITAN ACHIEVEMENT TEST - READING

Testing Interval-9 Months

GRADE	NO. PARTICIPANTS PRE AND POST		STANINE 1	% AGE	STANINE 2	% AGE	STANINE 3	% AGE	STANINE 4	% AGE	STANINE 5	% AGE	STANINE 6	% AGE	STANINE 7	% AGE	STANINE 8	% AGE	STANINE 9	% AGE
		PRE	16	19.51	28	34.15	28	34.15	4	4.88	6	7.32	0		0		0		0	
1	82	POST	0		0		8	9.76	6	7.32	18	21.95	16	19.51	22	26.83	6	7.32	6	7.32
		PRE	103	41.53	77	31.05	49	19.76	12	4.84	4	1.61	2	.81	1	.40	0		0	
2	248	POST	38	15.32	55	22.18	58	23.39	40	16.13	21	8.47	15	6.05	18	7.26	3	1.21	0	
		PRE	145	40.96	92	25.99	76	21.47	31	8.76	10	2.82	0							
3	354	POST	56	15.82	78	22.03	94	26.55	59	16.67	39	11.02	17	4.80	10	2.82	1	.28	0	
		PRE																		
		POST																		
		PRE																		
		POST																		
		PRE																		
		POST																		
		PRE																		
		POST																		
TOTAL			358		330		313		152		92		50		51		10		6	

TABLE No. 24

CHANGES IN STANINES BY GRADE/COMPREHENSIVE TEST OF BASIC SKILLS - READING

TESTING INTERVAL–9 MONTHS

GRADE	NO. PARTICIPANTS PRE AND POST		STANINE 1	% AGE	STANINE 2	% AGE	STANINE 3	% AGE	STANINE 4	% AGE	STANINE 5	% AGE	STANINE 6	% AGE	STANINE 7	% AGE	STANINE 8	% AGE	STANINE 9	% AGE
1	2639	PRE	825	31.26	649	24.59	1165	44.15												
		POST	72	2.73	166	6.29	524	19.86	899	34.07	564	21.37	299	11.33	79	2.99	27	1.02	9	.34
2	1355	PRE	698	51.51	657	48.49														
		POST	244	18.01	281	20.74	282	20.81	305	22.51	162	11.96	56	4.13	22	1.62	3	.22	0	
3	267	PRE	125	46.82	142	53.18														
		POST	39	14.61	72	26.97	88	32.96	48	17.98	18	6.74	1	.37	1	.37	0		0	
4	587	PRE	380	64.74	207	35.26	0		0		0		0		0		0		0	
		POST	159	27.09	171	29.13	148	25.21	96	16.35	10	1.70	3	.51	0		0		0	
5	498	PRE	295	59.24	203	40.76	0		0		0		0		0		0		0	
		POST	102	20.48	151	30.32	130	26.10	79	15.86	28	5.62	7	1.41	0		1	.20	0	
6	914	PRE	602	65.86	312	34.13	0		0		0		0		0		0		0	
		POST	273	29.87	277	30.31	238	26.03	107	11.71	17	1.86	2	.22	0		0		0	
		PRE																		
		POST																		
TOTAL			3814		3288		2575		1534		799		368		102		31		9	

TABLE No. 25

CHANGES IN PERCENTILE RANKINGS BY GRADE/STANFORD ACHIEVEMENT TEST READING 1974-75

Testing Interval-9 Months

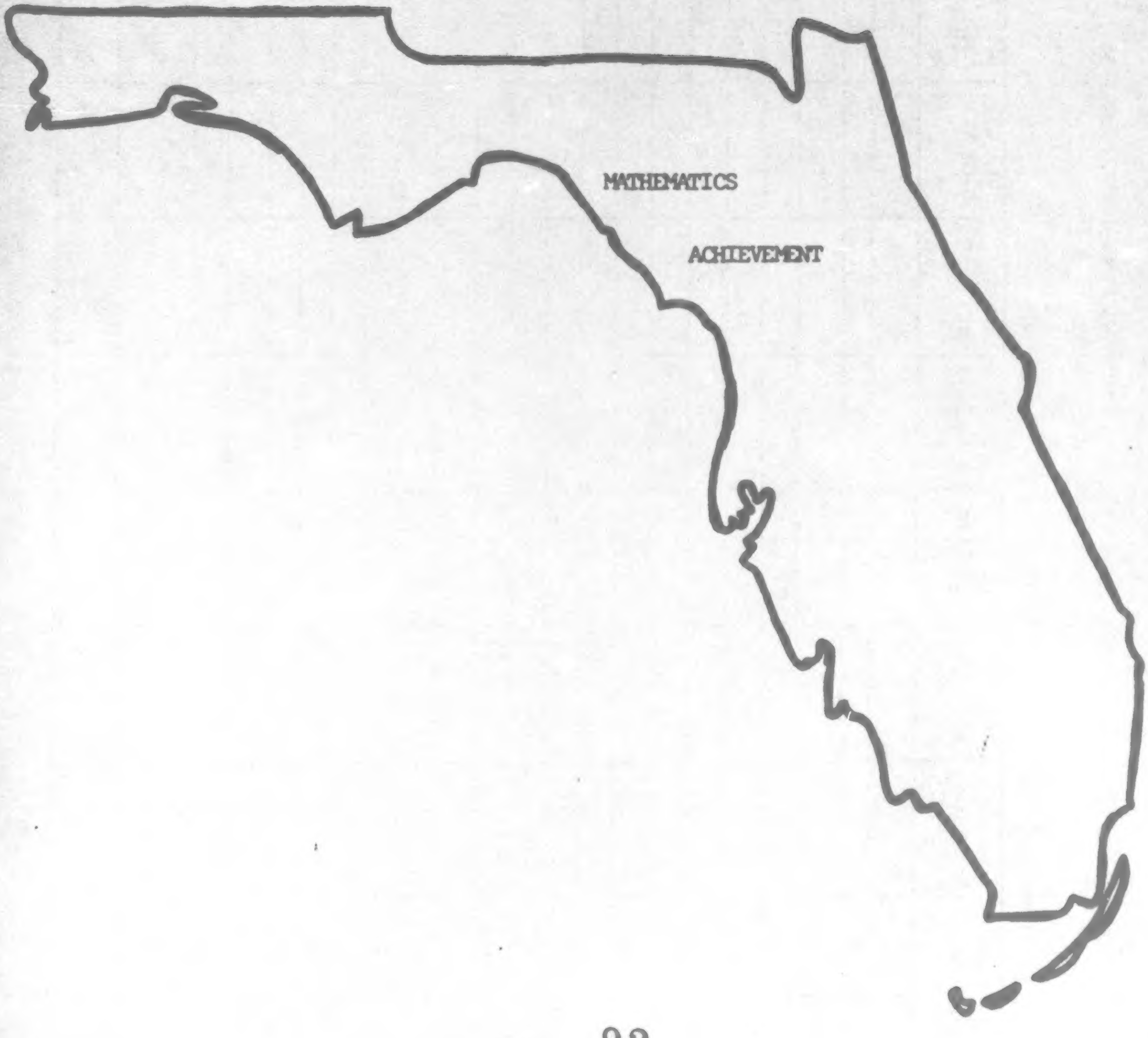
GRADE	NUMBER TESTED PRE AND POST		9th %ile and Below	10th to 19th %ile	20th to 29th %ile	30th to 39th %ile	40th to 49th %ile	50th to 59th %ile	60th to 69th %ile	70th to 79th %ile	80th to 89th %ile	90th - 99th %ile
2	12	PRE	12	0	0	0	0	0	0	0	0	0
		POST	5	5	2	0	0	0	0	0	0	0
4	51	PRE	32	17	2	0	0	0	0	0	0	0
		POST	19	17	14	1	0	0	0	0	0	0
5	19	PRE	9	9	1	0	0	0	0	0	0	0
		POST	2	6	1	0	0	0	0	0	0	0
7	29	PRE	7	2	0	4	2	4	3	4	3	0
		POST	6	2	1	0	4	4	1	5	6	0
8	63	PRE	10	23	18	11	1	0	0	0	0	0
		POST	5	19	26	10	3	0	0	0	0	0
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
TOTAL			107	100	65	26	10	8	4	9	9	0

TABLE No. 26

CHANGES IN PERCENTILE RANKING BY GRADE/METROPOLITAN ACHIEVEMENT TEST READING 1974-75

Testing Interval-9 Months

GRADE	NUMBER TESTED PRE AND POST		9th %ile and Below	10th to 19th %ile	20th to 29th %ile	30th to 39th %ile	40th to 49th %ile	50th to 59th %ile	60th to 69th %ile	70th to 79th %ile	80th to 89th %ile	90th - 99th %ile
1	383	PRE	81	220	67	1	3	11	0	0	0	0
		POST	1	1	12	33	40	54	90	58	65	29
2	381	PRE	260	77	22	12	8	1	1	0	0	0
		POST	155	105	62	29	8	11	4	5	2	0
3	233	PRE	145	48	26	9	4	1	0	0	0	0
		POST	68	71	30	20	13	15	6	9	1	0
4	332	PRE	273	41	10	2	4	0	0	2	0	0
		POST	245	65	12	2	4	0	3	1	0	0
5	254	PRE	151	83	19	1	0	0	0	0	0	0
		POST	195	48	8	3	0	0	0	0	0	0
6	288	PRE	234	52	2	0	0	0	0	0	0	0
		POST	238	45	3	2	0	0	0	0	0	0
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
TOTAL			2049	856	273	114	87	93	104	75	68	29



MATHEMATICS
ACHIEVEMENT

TABLE No. 27

ESEA, TITLE I

TEST Metropolitan Achievement Test

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I
MATHEMATICS PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL-9 MONTHS

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. .01 - .24	0	0	0	0	0	0	0	0	0							0
II. .25 - .49	0	0	0	0	23	0	0	0	181						204	23.34
III. .50 - .74	0	0	0	0	32	38	0	63	0						133	15.22
IV. .75 - .99	0	0	0	275	176	0	0	0	0						451	51.60
V. 1.0 - 1.49	0	0	0	0	0	0	86	0	0						86	9.84
VI. 1.5 or More	0	0	0	0	0	0	0	0	0							0
TOTAL	0	0	0	275	231	38	86	63	181			GRAND TOTAL			874	

TABLE No. 28

ESEA, TITLE I

TEST COMPREHENSIVE TEST OF BASIC SKILLS

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I MATHEMATICS PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL-9 MONTHS

GAIN IN GRADE EQUIVALENT UNITS	NUMBER OF STUDENTS BY GRADE LEVEL															
	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I. .01 - .24	0	0	0	0	0	0	0	0	0	0						0
II. .25 - .49	0	0	0	0	0	50	0	0	407	0					457	13.27
III. .50 - .74	0	0	11	0	0	114	87	0	793	0					1005	29.17
IV. .75 - .99	0	0	0	0	198	340	0	0	0	0					538	15.62
V. 1.0 - 1.49	0	0	0	261	192	20	330	144	408	90					1445	41.94
VI. 1.5 or More	0	0	0	0	0	0	0	0	0	0						
TOTAL	0	0	11	261	390	524	417	144	1608	90		GRAND TOTAL			3445	

TABLE No. 29

ESEA, TITLE I

TEST STANFORD ACHIEVEMENT TEST

67 DISTRICT SAMPLE

GAINS OF STUDENTS PARTICIPATING IN TITLE I MATHEMATICS PROGRAMS 1974-75 REGULAR SCHOOL YEAR

TESTING INTERVAL-9 MONTHS

GAIN IN GRADE EQUIVALENT UNITS		NUMBER OF STUDENTS BY GRADE LEVEL															
		PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	%
I.	< 0	0	0	0	0	0	0	0	0	11	47	0	0			58	.50
II.	.01 - .24	0	0	0	0	0	0	0	0	9	0	0	0			9	.08
III.	.25 - .49	0	0	0	297	0	399	0	65	278	0	0	0			1039	8.99
IV.	.50 - .74	0	0	58	111	478	80	108	521	511	29	32	0			1928	16.68
V.	.75 - .99	0	0	0	255	250	195	181	68	0	113	0	0			1062	9.19
VI.	1.0 - 1.49	0	0	0	1284	519	1382	1742	769	233	308	83	13			6333	54.79
VII.	1.5 or More	0	0	0	0	950	0	84	0	0	96	0	0			1130	9.78
TOTAL		0	0	58	1947	2197	2056	2115	1423	1042	593	115	13	GRAND TOTAL		11559	

TABLE No. 30

CHANGES IN PERCENTILE RANKINGS BY GRADE/METROPOLITAN ACHIEVEMENT TEST

TESTING INTERVAL September, 1974
May, 1975

MATHEMATICS

GRADE	NUMBER TESTED PRE AND POST		9th %ile and Below	10th to 19th %ile	20th to 29th %ile	30th to 39th %ile	40th to 49th %ile	50th to 59th %ile	60th to 69th %ile	70th to 79th %ile	80th to 89th %ile	90th - 99th %ile
2	124	PRE	70	23	14	10	1	3	2	1	0	0
		POST	49	20	18	8	3	8	7	7	4	0
3	176	PRE	102	40	22	6	5	1	0	0	0	0
		POST	56	48	15	12	5	7	1	3	1	0
7	181	PRE	142	23	10	6	0	0	0	0	0	0
		POST	41	57	41	17	13	5	4	2	1	0
		PRE										
		POST										
		PRE										
		POST										
		PRE										
		POST										
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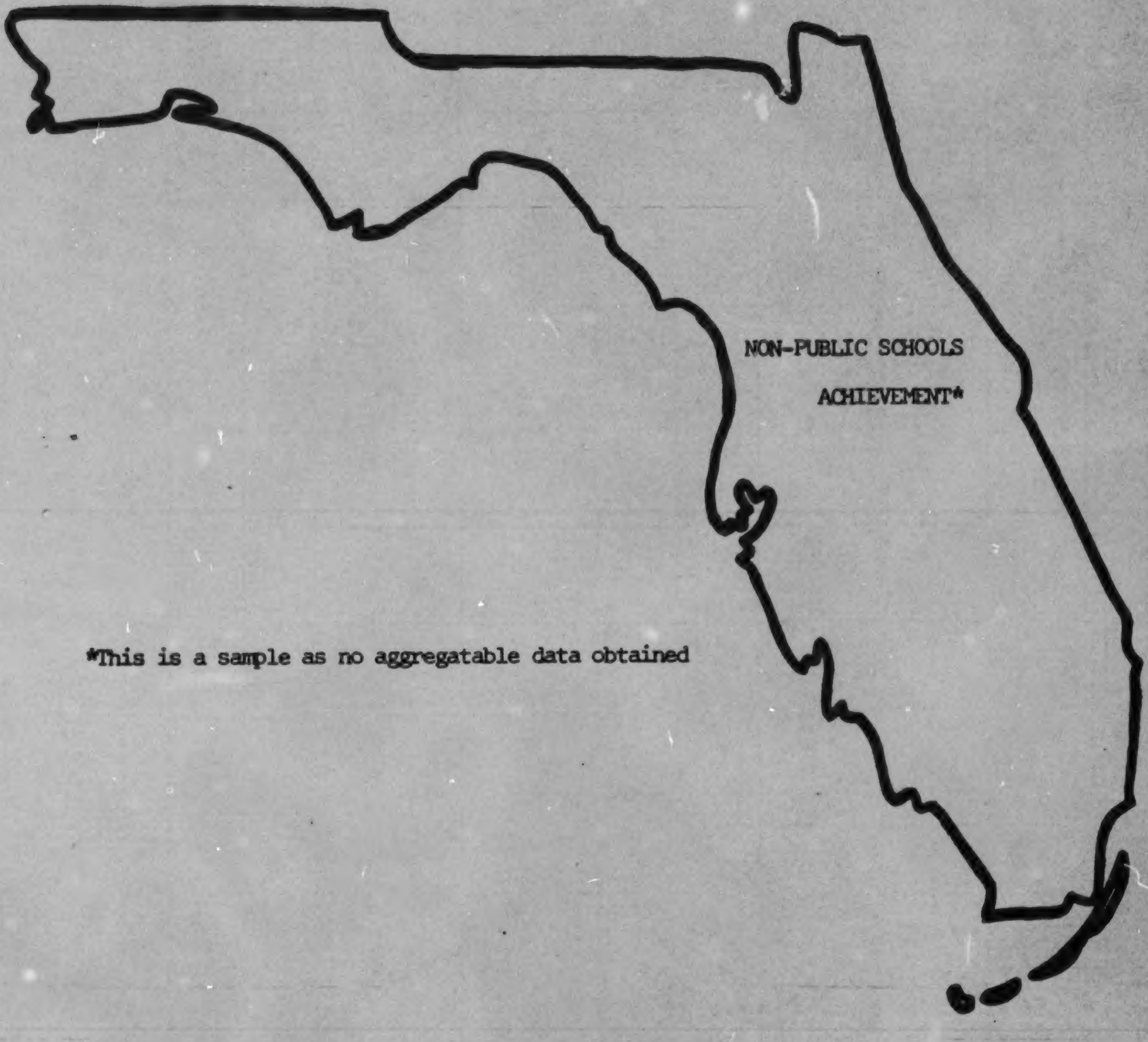
		POST										
TOTAL			460	211	120	59	27	24	14	13	6	0


NON-PUBLIC SCHOOLS
ACHIEVEMENT*

*This is a sample as no aggregatable data obtained

TABLE NO. 31

VERIFICATION OF STUDENT PERFORMANCE

DISTRICT Palm Beach County

FISCAL YEAR 1974-75

PROJECT ACTIVITY Community Skills/Non-Public Schools

ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICI-PANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPEC-TED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
After participating in the Non-Public Communication Skills Program, the Title I students in each grade level are expected to attain the levels of performance as specified below.	*SAT	11/74	5/75	2	45	27	1.8	2.3	0.5	0.5	22
1. In reading achievement, 60% of the participants will make a mean gain of one month for each month of instruction as measured by the Stanford	*SAT	11/74	5/75	3	32	25	2.3	3.0	0.5	0.7	19
Achievement Test (total reading). Note: The instructional interval between pre and post tests (SAT) was five months.	*SAT	11/74	5/75	4	35	24	2.6	3.1	0.5	0.5	9
	*SAT	11/74	5/75	5	51	41	3.9	4.9	0.5	1.0	32
	*SAT	11/74	5/75	6	40	24	4.5	5.1	0.5	0.6	14

*This refers to the project according to your objectives.

*Stanford Achievement Test

TABLE NO. 31 Cont'd.

VERIFICATION OF STUDENT PERFORMANCE

DISTRICT Palm Beach County

PROJECT ACTIVITY Communication Skills/Non-Public Schools

FISCAL YEAR 1974-75

ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICI-PANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPEC-TED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
2. In word recognition skills, the participants will make a mean gain of 1.0 on the Slosson Oral Reading Test for each month of instruction in grades one to three and 1.2 months in grades four, five and six.	*SORT	2/75	5/75	1	44	43	0.62	1.04	0.30	0.42	31
	*SORT	10/74	5/75	2	45	33	1.48	2.75	0.70	1.27	26
	*SORT	10/74	5/75	3	32	29	2.69	3.99	0.70	1.30	25
	*SORT	10/74	5/75	4	35	30	3.27	4.20	0.84	0.93	18
	*SORT	10/74	5/75	5	51	41	4.76	5.91	0.84	1.15	31
NOTE: The instructional interval between pre and post tests (SORT) was seven months for grades two to six and three months for grade one.	*SORT	10/74	5/75	6	40	24	5.57	6.65	0.84	1.08	18

*This refers to the project according to your objectives.

*Slosson

TABLE NO. 31 Cont'd. VERIFICATION OF STUDENT PERFORMANCE DISTRICT Palm Beach County

PROJECT ACTIVITY Communication Skills/Non-Public Schools FISCAL YEAR 1974-75

ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICIPANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPECTED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
3. In reading instructional level, the participants will make a mean gain on the Spache Diagnostic Reading Scale of: a) 0.6 months for first graders b) 0.8 months for second graders; c) 1.0 months for third and fourth graders; d) 1.3 months for fifth and sixth graders; for each month of instruction. NOTE: The instructional interval between pre and post tests (Spache) was seven months for grades two to six and three months for grade one.	Spache	2/75	5/75	1	44	42	1.21	1.37	0.18	0.16	11
	Spache	10/74	5/75	2	45	33	1.46	2.68	0.56	1.22	25
	Spache	10/74	5/75	3	32	28	2.63	3.53	0.70	0.90	17
	Spache	10/74	5/75	4	35	30	2.85	3.58	0.70	0.73	18
	Spache	10/74	5/75	5	51	40	3.97	5.14	0.91	1.17	24
	Spache	10/74	5/75	6	40	24	4.51	5.47	0.91	0.96	12

*This refers to the project according to your objectives.

TABLE NO. 31 Cont'd.

VERIFICATION OF STUDENT PERFORMANCE

DISTRICT Palm Beach County

FISCAL YEAR 1974-75

PROJECT ACTIVITY Communication Skills/Non-Public Schools

ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICI-PANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPEC-TED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
4. In listening skills, the participants in grades two to six will make a mean gain on the Spache Diagnostic Reading Scales of 1.2 months for each month of instruction.	Spache	10/74	5/75	2	45	33	2.58	3.85	0.84	1.27	19
	Spache	10/74	5/75	3	32	29	3.79	4.73	0.84	0.94	15
	Spache	10/74	5/75	4	35	30	4.27	4.98	0.84	0.71	10
	Spache	10/74	5/75	5	51	40	5.44	6.62	0.84	1.18	28
	Spache	10/74	5/75	6	40	23	5.85	6.86	0.84	1.01	11

Note: The instructional interval between pre and post tests (Spache) was seven months.

*This refers to the project according to your objectives.

TABLE NO. 31 Cont'd.

VERIFICATION OF STUDENT PERFORMANCE

DISTRICT Palm Beach County

PROJECT ACTIVITY Communication Skills/Non-Public Schools

FISCAL YEAR 1974-75

ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICI-PANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPEC-TED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
5. In oral language skills, 60% of the participants in grades two to six will make a mean gain of 1.0 months for each month of instruction as measured by the Stanford Achievement Test (Vocabulary Subtest).	*SAT	11/74	5/75	2	45	27	1.8	2.3	0.5	0.5	18
	SAT	11/74	5/75	3	32	25	2.7	4.0	0.5	1.3	22
	SAT	11/74	5/75	4	35	24	3.3	3.9	0.5	0.6	10
	SAT	11/74	5/75	5	51	41	4.7	5.3	0.5	0.6	28
	SAT	11/74	5/75	6	40	24	4.7	5.8	0.5	1.1	21
NOTE: The instructional interval between pre and post tests (SAT) was five months.											

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*This refers to the project according to your objectives.

*Stanford Achievement Test

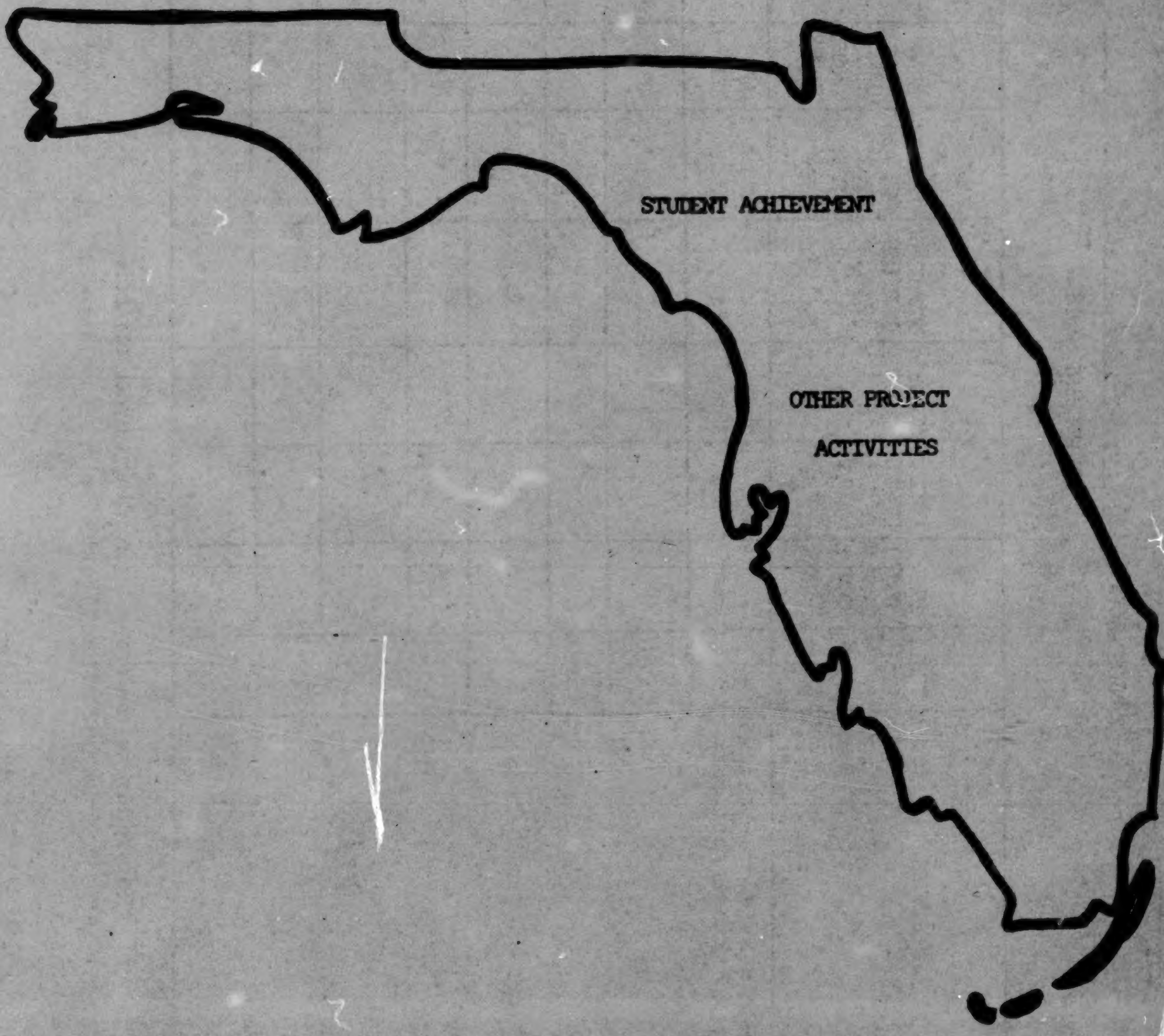

STUDENT ACHIEVEMENT
OTHER PROJECT ACTIVITIES

TABLE NO. 32 VERIFICATION OF STUDENT PERFORMANCE DISTRICT Duval County

FISCAL YEAR 1974-75

PROJECT ACTIVITY Pre-Kindergarten

ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICIPANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPECTED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
For children attending Title I public pre-kindergarten to develop communication skills.	Caldwell Co-operative Pre-School Inventory	Sept. '74	May '75	Pre-K	382	116	28	50	Does not Apply	22	Does not apply
	Verbal Language Development Scale	Sept. '74	May '75	Pre-K	382	276	+3.28	+ 5.37	Does not apply	+ 209	Does Not Apply

*This refers to the project according to your objectives.

**Data from 102 school's was omitted because of unacceptable inter-tester reliability.

#Raw Scores

+Language Age.

DISTRICT MARTIN

TABLE NO 33

FISCAL YEAR 74-75

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Instructional Systems in Reading, Arithmetic and Language

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Raw Score	9. Mean Post Test Raw Score	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
To improve the pupil's reading ability. To enhance the student's word recognition skills, punctuation, and spelling ability.	Hoffman Mastery	10/74	5/75	3 Level I	42	32	30.66	38.06	6	8.4	16 50%
"	"	"	"	4 Level I	105	94	53.53	69.28	12	15.75	50 53%
"	"	"	"	4 Level II	5	4	20	35.25	12	15.25	3 75%
"	"	"	"	5 Level I	15	14	83.21	99.71	12	16.50	9 64%

*This refers to the project according to your objectives.

TABLE NO. 33 Cont'd.

DISTRICT MARTIN

FISCAL YEAR 74-75

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Instructional Systems in Reading, Arithmetic and Language

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Pre % Achieving Criterion	9. Post % Achieving Criterion	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
To create positive improvement in oral language.	Distar Mastery Level I	9/74	5/75	1	43	37	0	26 70%	50%	70%	26
"	Distar Mastery Level I	9/74	5/75	2	21	17	0	14 82%	50%	82%	14
"	Distar Mastery Level II	9/74	5/75	2	16	9	0	9 100%	50%	100%	9
"	Distar Mastery Level II	9/74	5/75	3	18	10	4 40%	10 100%	40%	60%	10

This refers to the project according to your objectives.

TABLE NO. 34

DISTRICT St. Lucie

FISCAL YEAR 1974-75

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Perceptual Motor

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
In Perceptual Motor classes students will develop and improve basic perceptual motor skills to enable them to develop better reading skills.	perceptual survey	9-74	5-75	1	80	75	66.5	76.5	5 pts.	10 pts.	61
In Perceptual Motor classes students will develop and improve basic perceptual motor skills to enable them to develop better reading skills.	perceptual survey	9-74	5-75	K	153	138	64.6	73.4	5 pts.	9.2 pts.	126

his refers to the project according to your objectives.

DISTRICT JEFFERSON

FISCAL YEAR 1974-75

TABLE NO. 35

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Psycho-Motor

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
The children improve accordingly 50% - 50% growth 25% - 30% growth 25% - 20% growth	Kraus-Weber Test of Minimal Strength	9/74	5/75	K	27	24	28.45	34.33	50-50% 30-25% 20-25%	50- 3% 30-75% 20-15%	1 20 5 26
	Kraus-Weber Test of Minimal Strength	9/74	5/75	1st	16	15	34.86	43.06	50-50% 30-25% 20-25%	50-25% 30-69% 20- 6%	4 11 1 16
	Kraus-Weber Test of Minimal Strength	9/74	5/75	2nd	12	11	36.45	41.91	50-50% 30-25% 20-25%	50-42% 30-50% 20- 8%	5 6 1 11

122

121

*This refers to the project according to your objectives.

TABLE NO. 36

DISTRICT Pinellas County

FISCAL YEAR 1974-75

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Affective Domain

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12 Number of Students meeting the Objective
Identified children in target schools one to three will develop a more positive attitude toward school and learning.	School Sentiment Index *	Sept 1974	May ** 1975	1st 2nd 3rd	2316	2129	5 5 5	7 5 5		2 0 0	542 (90%) 616 (72%) 311 (46%)
At least 75% of the students in ESEA Title I Schools will develop a better understanding of themselves and others	Self-Appraisal Index	Sept 1974	May ** 1975	1st. 2nd 3rd	2316	2129	5 5 5	7 5 5		2 0 0	523 (76%) 651 (76%) 348 (52%)
	I Feel....Me Feel Self-Inventory Test Random sample	Sept 1974	May 1975 **	1st 2nd 3rd	414	393	5 5 5	5 5 5		0 0 0	68 (52%) 62 (47%) 69 (53%)

*This refers to the project according to your objectives.

**May scores based on September norms.

DISTRICT Jefferson

FISCAL YEAR 1974-75

TABLE NO. 37

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Written Communication

Achievement Gains

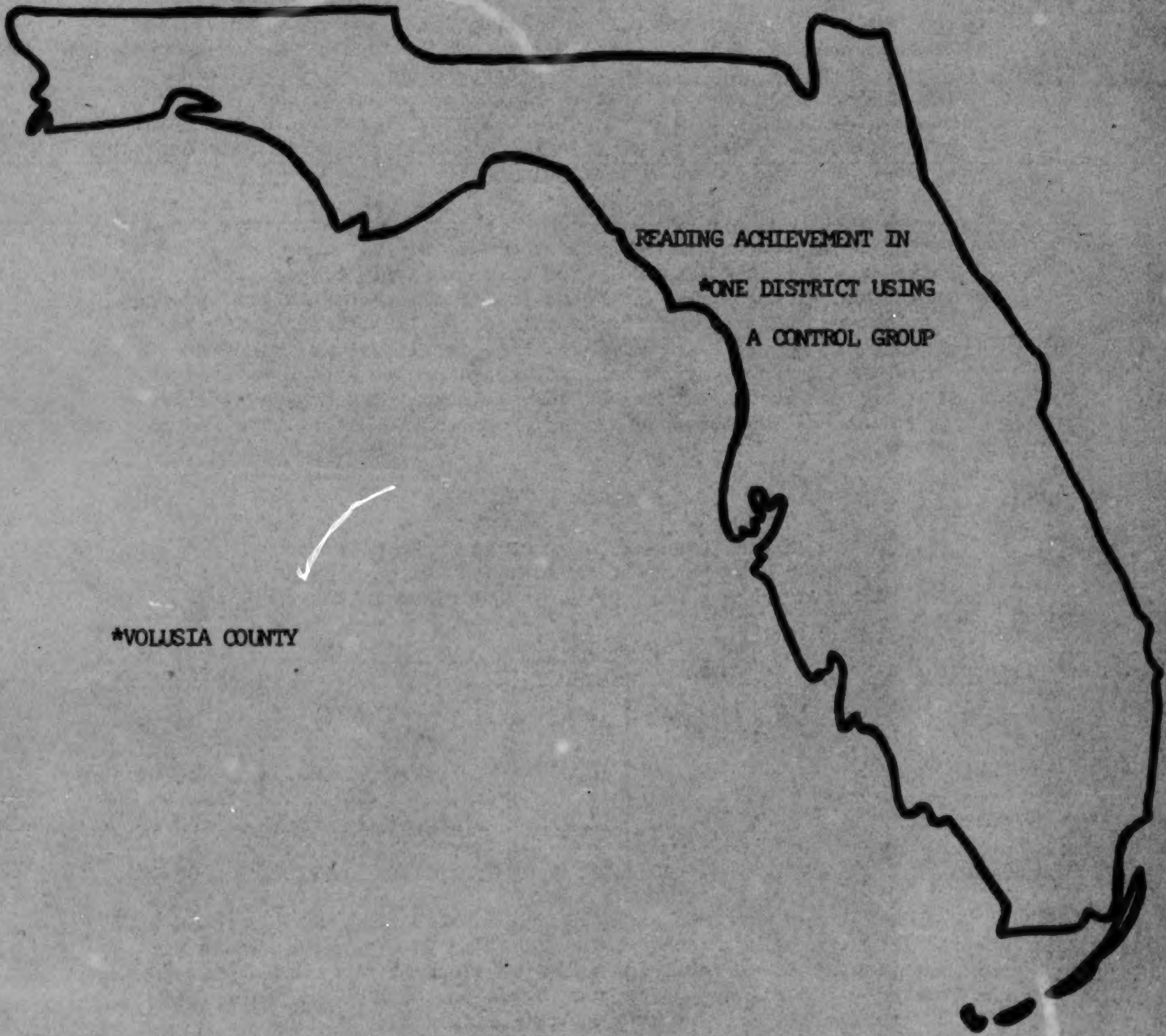
1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
Students receiving special assistance in written communication will show growth as follows: 50% ....4 mos.	MAT*	4/74	4/75	3	17	16	2.0	2.4	4 mos.	Av..4 4 mos.+	Pupils 9 56%
third: 25%...............3 mos. 25%...............2 mos. 25%...............1 mo.									3 mos. 2 mos. 1 mo.	3 mos. 1 mo.	2 13% 0 1 6%
Fourth 25%...............4 mos. 25%...............3 mos. 25%...............2 mos.	MAT	4/74	4/75	4	40	34	2.2	2.4	4 mos. 3 mos. 2 mos.	4 mos.+ 3 mos. 2 mos.	11 32% 4 12% 5 15%
25%..............1 mo.									1 mo.	1 mo.	3 9%

125

126

This refers to the project according to your objectives.

*Metropolitan Achievement Test



READING ACHIEVEMENT IN
*ONE DISTRICT USING
A CONTROL GROUP

*VOLUSIA COUNTY

EVALUATION OF PRE AND POST TEST DATA

Pre and post standardized test scores were obtained to assess the reading skills gains of target pupils. The Gates-MacGinitie Readiness Skills was used for both pre and post testing of first grade target pupils. The Gates-MacGinitie Reading test (Primary A) was used for the pre and post test assessment of second grade target pupils. In addition, a control group of pupils who were eligible for Title I services but did not receive them due to their enrollment in non-project schools was given pre and post tests. The control group consisted of second graders only. Control data was not available from eligible non-participating first grade pupils.

Title I project schools were categorized according to the socio-economic status of their enrollments. Thus, four groups of schools were obtained: rural, suburban, urban and ghetto. In addition, for second grade pupils, a fifth mixed Control group was obtained. The socio-economic status variable was used to determine the relative effectiveness of Title I activities on pupils who might have different causes for their learning difficulties.

A random sample of 20 pupils' pre and post test scores was selected from each of the four first grade groups. The mean gains of these groups were analyzed by use of an analysis of variance. Table 28 shows the means and standard deviations of the pre and post test scores (Gates-MacGinitie Readiness Skills) for these four groups. It should be noted that although all groups improved (this was expected), suburban and ghetto groups seemed to improve at a higher rate than rural and urban groups. An analysis of variance Table 39 was used to assess the significance of this interaction effect.

TABLE 38

Mean and Standard Deviations of Four Groups
(Ns = 20 each) of First Grade Target Pupils
On Pre and Post Tests of Readiness Skills

	PRE-TEST		POST-TEST		Mean
Groups	Mean	SD	Mean	SD	Difference
Rural	67.70	17.85	106.55	14.17	38.85
Urban	65.40	10.625	102.20	12.08	36.80
Suburban	57.20	11.85	120.40	5.65	63.20
Ghetto	64.40	11.79	124.60	12.42	60.20

Table 38 shows that the gains of the suburban and ghetto groups were greater than the gains of the rural and urban groups. The reason for this significant SXP interaction is not obvious at the present time and the lack of a control group for comparison purposes makes interpretation of the overall pre - post mean gain difficult.

TABLE 39

Summary of Analysis of Variance of Mean Pre and Post Test Readiness Skills Scores of Four Groups of First Grade Target Pupils

Source	DF	SS	MS	F
Between Subjects	79	18152.494		
Socio-Economic Groups (s)	3	2402.319	800.773	3.864*
Error (b)	76	15750.175	207.239	
Within Subjects	80	112694.999		
Pre-Post (P)	1	99052.256	99052.256	955.743**
sxp	3	5766.168	1922.056	18.545*
Error (w)	76	7876.573	103.639	
TOTAL	159	130847.494		

*pc $\leq$.05
**pc $\leq$.001

However, a control group comparison was available for the evaluation of second grade Title I program effectiveness. Table 40 shows the pre and post-test means and standard deviations for four Title I groups and a control group. A random sample of 20 pupils was selected from each of these five groups. Table 41 shows the results of an analysis of variance used to assess the significance of differences among these pre and post-test means.

TABLE 40

Pre and Post-Test Means and Standard Deviations of Five Groups of Second Grade Pupils on the Gates-MacGinitie Reading Test

Groups	PRE-TEST M	PRE-TEST SD	POST-TEST M	POST-TEST SD	Mean Differences
Rural	18.90	6.90	36.80	5.58	17.90
Urban	20.45	4.98	41.55	6.76	21.10
Suburban	15.50	4.81	39.10	5.43	23.60
Ghetto	17.75	7.77	32.90	7.37	15.15
Control	20.45	6.44	29.80	7.23	8.35

TABLE 41

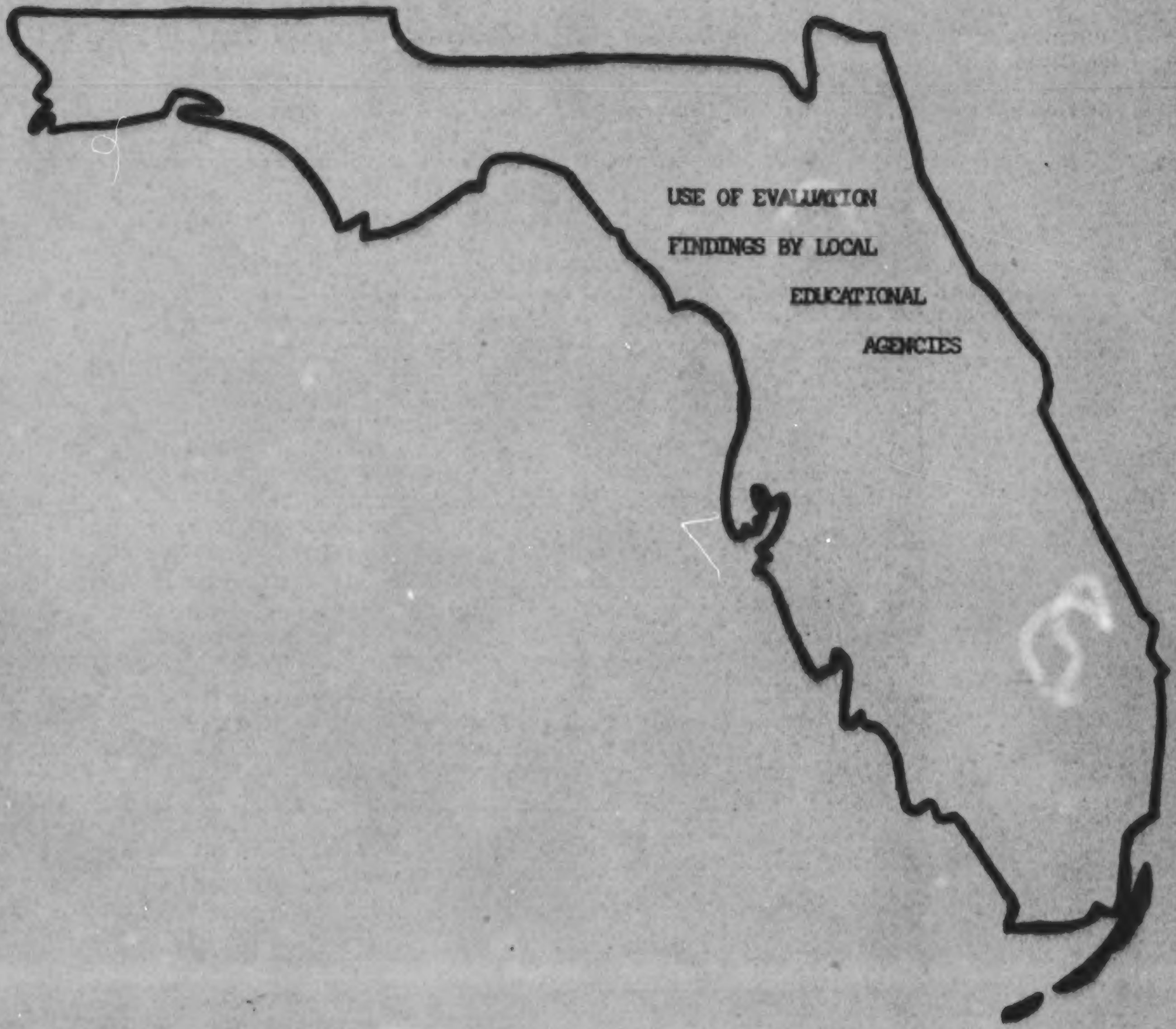
Summary of Analysis of Variance of Mean Pre and Post-Test Reading Test Scores of Four Title I Groups and A Control Group

Source	df	ss	ms	F
Between Ss	99	7031.520		
S	4	904.870	226.220	3.508*
Error (b)	95	6126.65	64.491	
Within Ss	100	18356.000		
P	1	15172.820	15172.820	735.153**
S X P	4	1222.430	305.608	14.807*
Error *W)	95	1960.750	20.639	
TOTAL	199	25387.520		

*$p < .05$
**$p < .001$

The rate of gain difference among the five groups was significant (F (4.95) = 14.807; $p < .05$). Inspection of Table shows that the mean difference between pre and post-test means for the control group was approximately half that of each of the four Title I groups. Thus, the rather striking conclusion that may be drawn from this finding is that, at least in the second grade, eligible pupils who do not receive services such as those offered by Title I fall significantly behind their peers who participated in the Title I program. This finding is supportive of the program evaluations of principals, cooperating teachers, parents, and Title I staff. Moreover, observations of ongoing V.I.S.* classroom activities further support the efficacy of this project.

*Variable Instructional Service



USE OF EVALUATION FINDINGS BY LOCAL EDUCATIONAL AGENCIES

CHANGE IN PROJECT COMPONENT OR ACTIVITY MADE BY LOCAL EDUCATIONAL AGENCY AS A RESULT OF EVALUATION FINDINGS

Twenty-six districts or 38 percent of the 67 districts indicated that because of the evaluation findings an activity or project component had been changed in some way during the instructional interval covered by the report. Because of the lag time in the compilation of the report following the acquisition of post-test data, most of these changes were made long before the report was received by the State office.

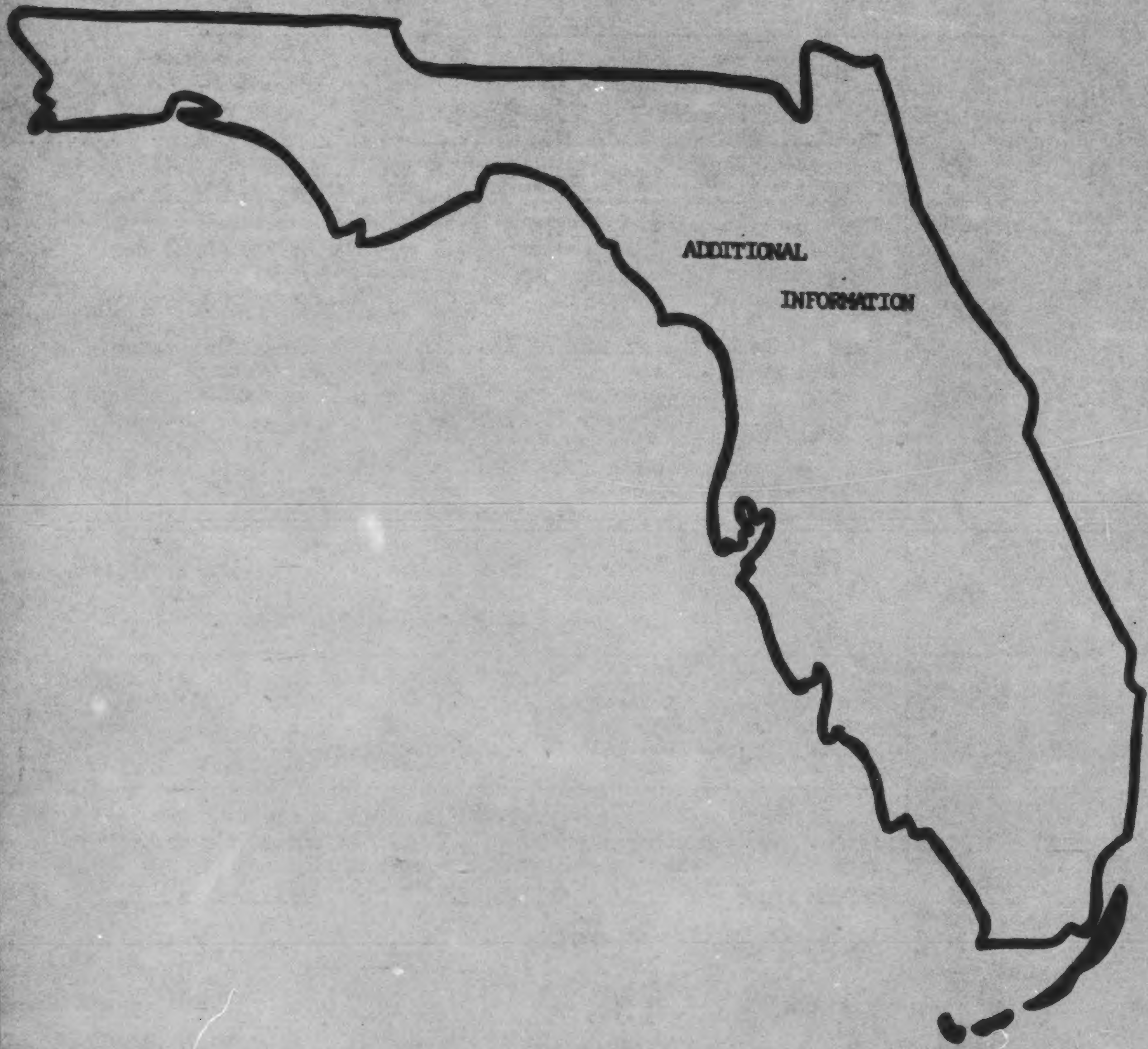
Districts indicating that an activity or project component was changed in some way because of the evaluation findings included the following:

Hillsborough, Hamilton, Walton, Washington, Indian River, Dixie, Manatee, Union, Flagler, Pasco, Gadsden, Clay, Bay, Suwannee, Glades, Monroe, Osceola, Baker, Lake, Seminole, Martin, DeSoto, Hernando, Okaloosa and Highlands.

EXAMPLES OF RESPONSES FROM THE ABOVE LISTED DISTRICTS INCLUDE:

DISTRICT	RESPONSE
Hamilton	We anticipate putting more emphasis on lower grades.
Dixie	Tenth graders served by the program showed no progress. We believe that this was due to reluctance on the part of the students to comply with a schedule which would make use of our resources, a tendency to be involved in other things, and embarrassment in facing the fact that they needed help. Because of this finding, we are planning to serve grades seven to nine at the high school. We also designed our project so that we serve grades one to four where a higher percentage of the students showed significant progress.
Manatee	Next year we will use different tests for evaluation to show student gains, because the county testing program tests used this past year were too advanced for these educationally disadvantaged students.
Union	The objective in regard to a gain of one month per month of instruction was lowered to .5 per month of instruction. This will have to be raised to meet Federal guidelines but it is too high for rural areas.

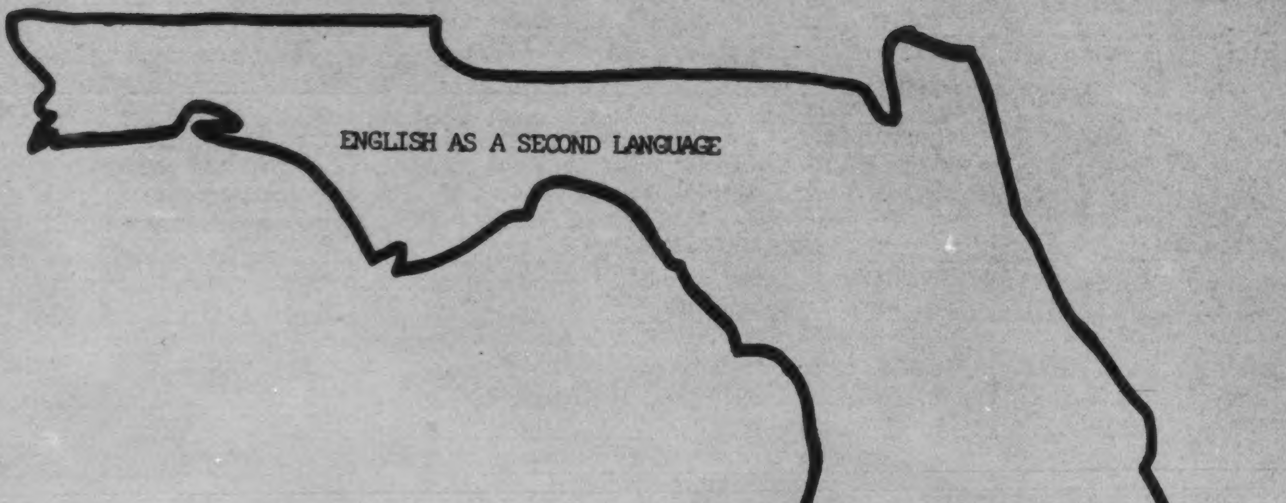
DISTRICT	RESPONSE
Indian River	In program evaluation we found that students who had been in the program more than one year had made greater gains. We are, therefore, keeping children in the Title I program for three years (or until their achievement level is beyond the cutoff point in our selection criteria.) In planning our Title I program for 1976, we plan to keep all eligible children in the program who were in FY 1975.
Clay	Mathematics and reading programs in the elementary grades have been re-designed to make them more systematic in terms of diagnosis and prescription.
Pasco	An end-of-year training workshop for Title I tutors was based upon evaluation data generated at an earlier workshop and upon evaluative ratings of the tutors in the Title I program.
Suwannee	The Suwannee County School Board realized that it must concentrate its resources in the early grades. Next year, the project will serve only grades kindergarten through fifth grades.
Hillsborough	The evaluation findings for the 1974-75 project year led to the following program modifications: (1) an intensification of the focus on reading comprehension activities, and (2) an investigation of the appropriateness of the program objectives. The results of the evaluation led to an expansion of the number of objectives assessed in the ESEA Middle Grades Reading Program. An objective was added in order to give teachers and administrators a mid-year look at the progress of those students with the lowest reading achievement levels. Areas of greatest and least success were identified, both on a programwide and an individual teacher basis in order to provide teachers with a perspective on the relative success rates of their teaching.
Baker	The Comprehensive Test of Basic Skills was given and the results revealed a marked increase in the percentage of students deficient in written communication as well as reading skills. The reading clinic program will be expanded to serve these students.
Bay	The Comprehensive Test of Basic Skills will be used for measurement of success toward meeting the objective of the Title I program for 1975-76. This was brought about due to the inadequacy of the SRA (Science Research Associates).
Lake	Due to the limited exposure of the Intervention Grade One students during a partial year of implementation and based upon data gathered, the Intervention program will be continued into second grade for those students on the target list.



ADDITIONAL INFORMATION

In answer to a question concerning any unusual circumstances related to the program during 1974-75, the following responses were obtained:

DISTRICT	RESPONSES
Collier	The Title I participating schools have a very mobile pupil population making it difficult to get post test data on all participants.
Clay	Difficulty in scheduling in order to avoid supplanting at the secondary level.
Pasco	Because of Pasco's 45-15 system of year round schooling, the pre-test and post-test were not administered to all Title I students during the same week. Also the students do not receive the equivalent of nine months' treatment during the project period.
Broward	In later elementary and middle school reading, inadequate facilities hampered not only program implementation, but regulated class size and scheduling.
Duval	Due to a change in the county testing program, the 1964 edition of the Stanford Achievement Test was used as pre test and the 1973 edition as the post test. Although score conversions were used for the pre test means, the difference in the two test forms may account to some unknown degree for the gain.
Highlands	Standardized tests are not the best evaluation instruments to be used with some students.
DeSoto	Double sessions caused confusion in coordination and in the resolution of problems. Classroom teachers were not free to talk to Title I teachers due to double sessions.
Nassua	The tests were very late.
Manatee	The program was written to accommodate children who were educationally disadvantaged but had potential for learning. We were required to take all children in rank order from the bottom up to a cutoff point, so many children were not able to achieve our objectives used to collect data.
Seminole	At the building level, not all teachers interpreted the forms and some changed the forms.
Lake	Teaching basic readiness then placing students in a basal text creates problems in identifying growth. Also, standaradized tests are very difficult for the remedial reading student. If possible (evaluation) should be based on skills mastered.
Hillsborough	The movement of the countywide testing program from May to April shortened the instructional time between the pre and post test administration thus, the achievement gains reported may well understate the program effectiveness.



ENGLISH AS A SECOND LANGUAGE

DATA FROM TWO DISTRICTS (MONROE AND SARASOTA COUNTIES)

District: Monroe

Fiscal Year 1975

A. Title I Project Activity

English-Second Language

B. Date Project Began Operation this Year

August 1, 1975

C. Operates - Regular School Term Only

District: Monroe

Fiscal Year: 1975

English-Second Language

DATA ON PROGRAM EFFECTIVENESS

D. Treatment

Teacher class size: One (1) Title I teacher with a Title I aide for each 6/10 students depending on level of need and proficiency.

Students participate daily for regularly scheduled time periods varying from 45 minutes to one hour depending on individual difference and level of task performance need. Class organization is designed to provide a laboratory-type situation to provide individualized and small group structured activities and one to one instruction for meaningful vocabulary development and refinement of sound system.

Motivation/Instruction and Materials

Activities are designed to provide for students to receive (listen) and respond (speak in English) through conversation with bilingual adults and peers and participate in other oral/aural activities. These activities include:

a. Messenger to office
b. Planning and participation in program for parent groups
c. Interpreting for mother/for school/neighborhood conversation

As proficiency in oral language increases attention is given to reading and writing activities and support help in regular class activities.

Multi-media approach is used utilizing listerning centers, language master, tape recorder, and programmed instruction permitting students to assist in selecting the method suited to their individualized need and rate of progress.

A Spanish speaking Visiting Teacher is available on a part-time basis to make home visits in the late afternoon and evening when both parents are home. Parents, teachers, and other school personnel respond positively to this program support.

District: Monroe
Fiscal Year: 1975
English-Second Language

E. NUMBER OF PARTICIPANTS BY GRADE LEVEL:

GRADE	PRE-K K	1	2	3	4	5	6
Number of Participants	14	34	21	17	11	7	
Grade	7	8	9	10	11	12	Ungraded
Number of Participants							

F. 1. Describe the criteria for selection of participants.
Students with no or limited English speaking ability whose dominant or home environment language is other than English (Spanish/Cuban)

2. Describe method used to determine that the children met the criteria.

School survey: Referral by regular classroom teacher and/or other school personnel to Title I teacher for screening and/or evaluation on Oral Interview Placement Test.

G. Provide pre and post test data. Use as many extra pages as needed. See instructions and examples at the beginning of this section.

TABLE NO. 42

FISCAL YEAR FY 75

VERIFICATION OF STUDENT PERFORMANCE
PROJECT ACTIVITY ENGLISH-SECOND LANGUAGE
ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICI-PANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPEC-TED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVE
75% of the students will show progress in the [redacted] of English language skills for acquisition of information and development of other skills for academic success.	Oral Inventory	9/74	5/75	K	10	8	.0	1.2	.4	1.2	5
	Peabody Individual Achievement	9/74	5/75	1	39	31	.6	1.6	.4	1.0	33
		9/74	5/75	2	41	16	1.2	1.8	.4	1.0	17
		9/74	5/75	5	18	14	1.7	2.7	.4	.9	9
		9/74	5/75	4	11	7	1.6	2.7	.4	1.1	9
		9/74	5/75	5	7	4	2.4	4.6	.4	2.2	3

*This referes to the project according to your objectives.

DISTRICT MONROE

FISCAL YEAR FY '75

ADDITIONAL INFORMATION

1. Describe any unusual circumstance related to the program (especially any circumstance which might have a bearing on evaluation of the program).

   The English-Second Language Program is not effectively evaluated by a standardized test since emphasis initially is on oral/aural development of English as a second language. Evaluation is based on bilingual teacher and/or teacher aide assessing oral and written functioning in success oriented performance tasks. The locally constructed Oral Placement Interview Rating Scale is used for entry and exit placement and rating of student need and progress. The Peabody Indiviudal Achievement Test is administered to those students whose academic proficiency level can be determined.

2. Please describe any activity or project component which was changed in any way because of the evaluation findings. Give other examples of ways in which your local evaluation report was used in planning a project revision.

   Subjective data, including comments by Title I teachers, parent surveys, and student surveys support the assumption that positive gains have been made in the affective domain which carry-over to the regular classroom. No summative data is available but formative evaluation throughout the year indicates positive gains through the Spanish speaking Visiting Teacher support for this program. This will be continued.

3. If you have made an indepth or longitudinal study of any project component which was especially successful please provide a copy of the complete study including details which would enable other districts to replicate the project component.

   No study to report.

4. As a result of Title I project services rendered indicate by subject area the number of Title I children reaching a sufficient level of proficiency through which they were returned to the regular classroom.

   When student achieves on oral and written functional level of proficiency in related skills areas he is terminated from the program. Fifteen (15) students were terminated during the 1974-75 school year.

5. We are interested in any additional information you may be able to supply regarding the holding power of Title I and special provisions for dropouts, etc.

   Does not apply to English-Second Language Program operated only in the elementary schools kindergarten to fifth grade.

District: Sarasota

Fiscal Year: 1974-75

A. Title I Project Activity

English As A Second Language

B. Date Project Began Operation this Year

July 1, 1975

C. Project Operates - Regular School Term Only

D. TREATMENT

1. Tutorial services were provided for a maximum of four students per period

2. Classroom organization - diagnostic pupil assessment - prescriptive and individualized instruction - ungraded structure.

3. Instructional programs, equipment, and materials.

   Criterion Reading
   Language Masters
   Audio - flashcards
   Slide projector
   Filmstrips
   Cartridge recordings
   Taped materials
   Learning centers
   Listening stations
   Manipulatives
   Games

4. Learning activities
   Individualized instruction
   One-to-one instruction
   Small group instruction
   Seminars
   Success oriented approach to learning

E. Number of participants by Grade Level:

GRADE	Pre-K K	1	2	3	4	5	6
Number of Participants							
Grade	7	8	9	10	11	12	Ungraded
Number of Participants							7

F. 1. Describe the criteria for selection of participants.

Inadequate proficiency in the English language.

2. Describe method used to determine that the children met the criteria.

WRAT (Wide-Range Achievement Test) - Florida Test - Peabody Vocabulary Tests were administered at entry and exit of program.

G. Provide pre and post test data. Use as many extra pages as needed. See instructions and examples at the beginning of this section.

TABLE NO. 43

DISTRICT: SARASOTA
FISCAL YEAR: 1974-75

VERIFICATION OF STUDENT PERFORMANCE
PROJECT ACTIVITY ENGLISH AS A SECOND LANGUAGE
ACHIEVEMENT GAINS

1. OBJECTIVES	2. TEST	3. PRE TEST DATE MO./YR	4. POST TEST DATE MO./YR.	5. GRADE	6. NUMBER OF PARTICIPANTS	7. NUMBER WITH COMPLETE PRE AND POST TEST DATA	8. MEAN PRE TEST GRADE EQUIV.	9. MEAN POST TEST GRADE EQUIV.	10. EXPECTED GAIN	11. ACTUAL GAIN	12. NUMBER OF STUDENTS MEETING THE OBJECTIVES
Students receiving a minimum of five months of Title I English AS A SECOND LANGUAGE instruction will gain one month in achievement for one month instruction as measured by the Standard or Florida State Achievement Test.	Standard or Fla. State Achievement tests	9/74 or when entered program	5/75 or when exited program	Ungraded	7	8	NA	NA	.8	1.2	4

*This referes to the project according to your objectives.

DISTRICT SARASOTA

TBALE NO. 44

FISCAL YEAR 1974-75

ACCOMPLISHMENT OF OBJECTIVES

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGEMENT ABOUT YOUR RESULTS
	Marked Improvement	Improvement	No Change	Negative Change	
1. To place each student at his/her instructional level.	X				1. Each student was administered a diagnostic language test.
2. To prepare each student to progress at his/her ability level.		X			2. Students progressed in learning English as a Second Language upon passing proficiency tests and/or teacher judgment.
3. Modality for learning to be determined through prescriptive instruction.	X				3. Individualized instruction was provided based on individual needs and abilities.
4. To provide continuous progression through the program to attain maximum enhancement.	X				4. Periodic proficiency tests determined progression pace.
5. To maintain individual records of each student while in program.	X				5. Individual records were accumulated and maintained by the tutor and district office.

DISTRICT SARASOTA

FISCAL YEAR 1974-75

TABLE NO. 44 Cont'd.

ACCOMPLISHMENT OF OBJECTIVES

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN — PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE: Marked Improvement	Improvement	No Change	Negative Change	USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGEMENT ABOUT YOUR RESULTS
6. To maintain constant contact with the tutorial teacher.		X			6. Periodic conferences with regular classroom teachers took place. Written reports of student progress were exchanged.
7. To maintain communication with the home.	X				7. Home visits and/or telephone contacts were made. Parent-teacher conferences were held at the school.
8. Teacher and tutor will participate in staff development programs.	X				8. Several workshops dealing specifically with ESL instruction improvement were attended by the teacher and tutor.
9. Accurate records of work accomplished by students shall be maintained.		X			9. All student records include testing information, progress in program, anecdotal entries, and other related information.

150

151

DISTRICT: SARASOTA

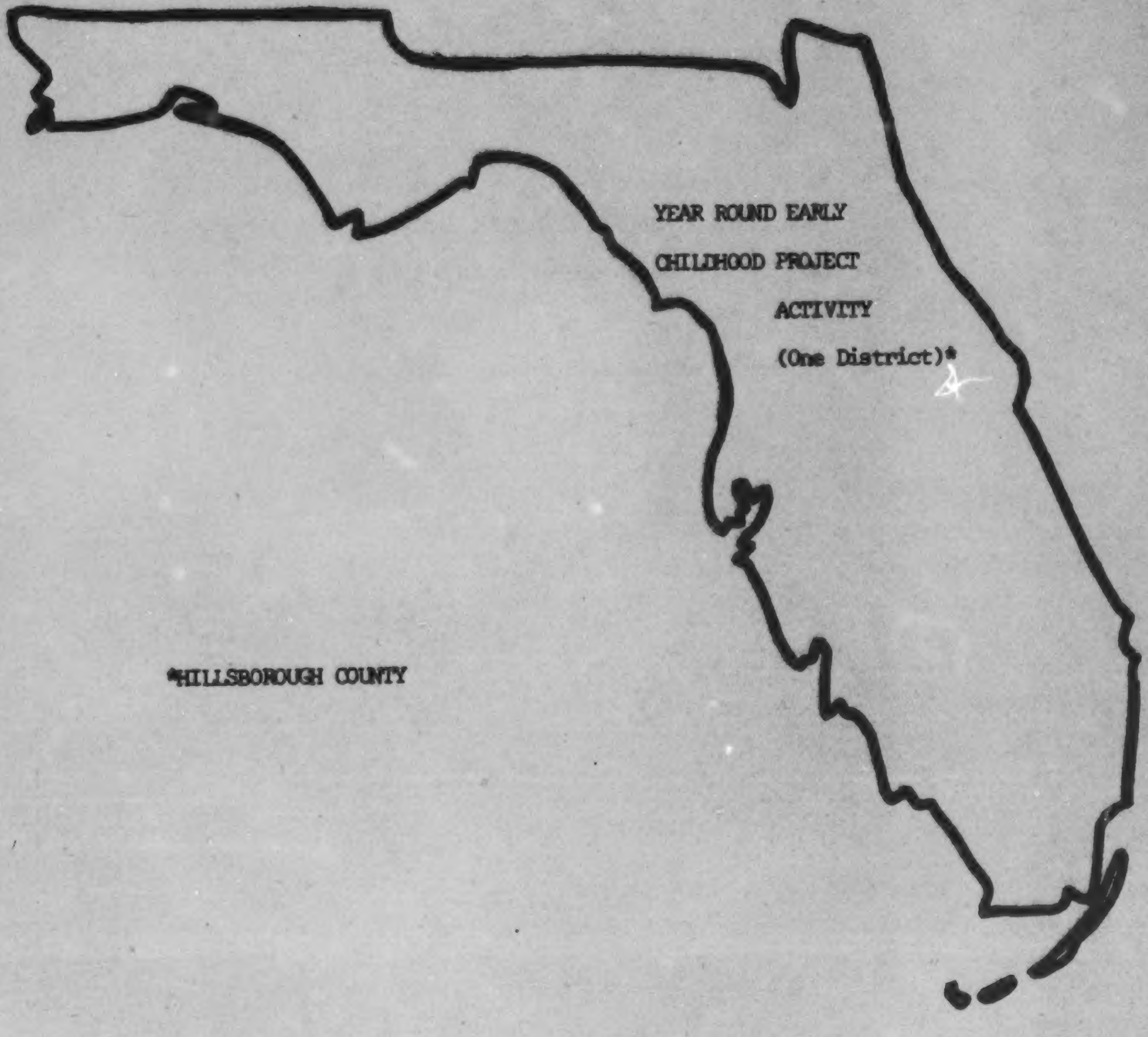
FISCAL YEAR: 1974-75

ADDITIONAL INFORMATION

1. Describe any unusual circumstances related to the program (especially any circumstances which might have a bearing on evaluation of the program).

   a. Sudden unexpected student exit from program prevented accumulation of complete data for each participant.

   b. The Uniform Migrant Student Transfer form contributes significantly to the accuracy and consistency of student record accumulation.


YEAR ROUND EARLY
CHILDHOOD PROJECT
ACTIVITY
(One District)*

*HILLSBOROUGH COUNTY

DISTRICT: HILLSBOROUGH

FISCAL YEAR: FY '75

A. Title of Project:

ESEA TITLE I EARLY CHILDHOOD LEARNING CENTERS PROGRAM

B. Date Project Began Operation this Year

July, 1974

C. Projects Operates - Year Round

DISTRICT Hillsborough

FISCAL YEAR FY 75

Treatment

D.

Children enrolled at the six (6) component centers of the Early Childhood Learning Center Program receive a pre-school program of educational experiences based upon assessment and diagnosis of their needs, prescription, and treatment. These academic services are provided by one (1) Program Supervisor, one (1) Curriculum Coordinator, six (6) Team Leader/Teachers, eight (8) Teachers, and thirty-five (35) Aides. In addition, the children receive medical, dental, nutritional, and social services provided by one (1) Registered Nurse, one (1) Social Worker, and Doctors and Dentists on a needs basis in order to alleviate conditions of health and environment that are detrimental to the child's utilization of his full learning potential.

The development of gross psycho-motor skills is based upon a program of academic training and physical exercise provided on an adult to large group, adult to small group, adult to individual child, and child to child basis. Recognition of body parts is developed by touching-self exercises, Peabody Kit materials, body parts puzzles and mirror exercises. The physical exercise program focuses on the development of body movement skills, basic manual dexterity, limb-object coordination, laterality, and directionality. These skills are developed through adult-directed exercises and specific skills tasks, expressive movement opportunities, and spontaneous play.

The development of basic non-written communication skills is accomplished through adult-directed large group, small group, and individual child activities. The program focuses on five (5) general areas of expression. Object identification and function communication skills are developed by labeling objects exercises, telling uses, likeness-differences games, telling about things opportunities. Knowing one's name is accomplished by name-use exercises, "my name-your name" games, and the "where-is-so-and-so" game. Spatial expression skills are developed through following directions, finding objects, "telling-how-I-found" games. Verbal Graphic Interpretation skills are developed using pictures, picture books, and slides in conjunction with teacher story telling as modelling behavior and the "tell-me-a-story" game. Logical expression (oral statement of problem solving techniques) is developed by the "what-do-you-do-if", "how-would-you", "I-have-a-problem", and "what-do-I-do" games.

The program develops in four and five year olds the gross and fine visual-motor skills that are [redacted] to the successful handling of school required pencil and paper tasks and activities. Gross Motor Skills are built by graphic, kinesthetic, and template tracing activities in large group, small group, and one-to-one settings as well as adult-directed air writing exercises. Fine motor skills are built through the development of hand-eye coordination emphasizing crayon and pencil utilization and placement on paper exercises. Simple perceptual motor closure is developed by means of figure completion exercises. Intermediate perceptual motor closure is built through dot-to-dot completion exercises.

The program develops environmental orientation skills in four and five year olds by enhancing their ability to conceptualize space, quantity, and time concepts. Spatial concepts are built through place-to-place movement

DISTRICT Hillsborough

FISCAL YEAR FY 75

and total body movement exercises, following directions activities, and graphic representation of spatial concepts. Quantity concepts are developed through counting exercises, physical representation of concepts, and quantity concept differentiation activities. Time concepts are developed by means of pictorial and physical chronological sequencing exercises.

The basic language arts skills will be developed by providing opportunities for the four and five year old target children to participate in the following activities: conversing with children and adults, dramatizing, describing objects and pictures in simple sentences, listening to stories, following three step directions, making basic letter strokes, and copying letters of the alphabet.

The basic math skills will be developed by providing opportunities for the four and five year old target children to participate in the following activities: sorting objects using multiple attributes, making quantitatively set patterns with beads and/or blocks, matching pre-established patterns, identifying sets of objects from sizes one to ten, counting objects orally from one to twenty, recognizing numerals from zero to ten, matching objects in one-to-one relationships, and identifying two-dimensional shapes.

E. Number of Participants by Grade Level:

Grade	Pre-K K	1	2	3	4	5	6
Number of Participants	450						
Grade	7	8	9	10	11	12	Ungraded
Number of Participants							

F. SELECTION CRITERIA:

A child between the ages of two (2) and six (6) whose mother is a former, current, or potential recipient of Aid to Dependent Children is eligible to participate in the program. The mother must be working, going to school, or in job training.

The Division of Family Services List of AFDC participants and applicants was used to determine the eligibility of the children.

DISTRICT Hillsborough

TABLE NO. 45

FISCAL YEAR FY 75

VERIFICATION OF STUDENT PERFORMANCE

Project Activity ESEA Title I Early Childhood Learning Centers Program

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
By June 1, 1975, 70% of the two and three year old target children will give evidence of substantial gross psychomotor skill development by demonstrating 75% of the behaviors on the Perceptual Motor Checklist administered as a post-test by June 1, 1975	PERCEPTUAL MOTOR CHECKLIST	N.A.	On-going through 6/75	2-3 yr. old	190	119	N.A.	N.A.	N.A.	N.A.	96
By June 1, 1975, 80% of the two and three year old target children will give evidence of basic non-written communication skills by demonstrating 70% of the behaviors on the Verbal Expression Inventory administered as a post-test by June 1, 1975	VERBAL EXPRESSION INVENTORY	N.A.	6/75	2-3 yr. old	190	125	N.A.	N.A.	N.A.	N.A.	56

*This refers to the project according to your objectives.

TABLE NO. 45 Cont'd.

DISTRICT Hillsborough

FISCAL YEAR FY 75

VERIFICATION OF STUDENT PERFORMANCE

Project Activity ESEA Title I Early Childhood Learning Centers Program

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
By June 1, 1975, 75% of the four and five year old target children will demonstrate the development of language arts skills by successfully completing 70% of the required behaviors on the Language Activities/Concepts Checklist administered throughout the year.	LANGUAGE ACTIVITIES/ CONCEPTS CHECKLIST	N.A.	On-going through 6/75	4-5 yr. old	260	107	N.A.	N.A.	N.A.	N.A.	67
By June 1, 1975, 70% of the four and five year old target children will demonstrate the development of mathematics skills by successfully completing 70% of the required behaviors on the Mathematics Activities/Concepts Checklist throughout the year.	Mathematics Activities/ Concepts Checklist	N.A.	On-going through 6/75	4-5 yr. old	260	106	N.A.	N.A.	N.A.	N.A.	60

*This refers to the project according to your objectives.

DISTRICT Hillsborough

FISCAL YEAR FY 75

TABLE NO. 45 Cont'd.

VERIFICATION OF STUDENT PERFORMANCE

Project Activity ESEA Title I Early Childhood Learning Centers Program

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
By June 1, 1975, 75% of the four and five year old target children demonstrating discrepancies between their chronological age and their visual-motor age as measured by the Developmental Test of Visual-Motor Integration pre-test (Aug. 15-Sept.1, 1974) will reduce these discrepancies on the post-test (May 15-June 1, 1975).	Developmental Test of Visual-Motor Integration	8/74	5/75	4-5 yr. old	260	76	N.A.	N.A.	N.A.	N.A.	65
By June 1, 1975, 70% of the four and five year old target children will show statistically significant gains between their pre-test (Aug. 15-Sept. 1, 1974) and post-test (May 15-June 1, 1975) scores on the Boehm Test of Basic Concepts.	Boehm Test of Basic Concepts	8/74	5/75	4-5 yr. old	260	104	N.A.	N.A.	N.A.	N.A.	87

*This refers to the project according to your objectives.

DISTRICT Hillsborough

FISCAL YEAR FY 75

ADDITIONAL INFORMATION

1. Describe any unusual circumstance related to the program (especially any circumstance which might have a bearing on evaluation of the program).

   None

2. Please describe any activity or project component which was changed in any way because of the evaluation findings. Give other examples of ways in which your local evaluation report was used in planning a project revision.

   The evaluation indicated a need for the availability of data for comparison with the Hillsborough County kindergarten program. Testing comparable to that of the county kindergarten program will be implemented in the 1975-76 school year.

3. If you have made an indepth or longitudinal study of any project component which was especially successful please provide a copy of the complete study including details which would enable other districts to replicate the project component.

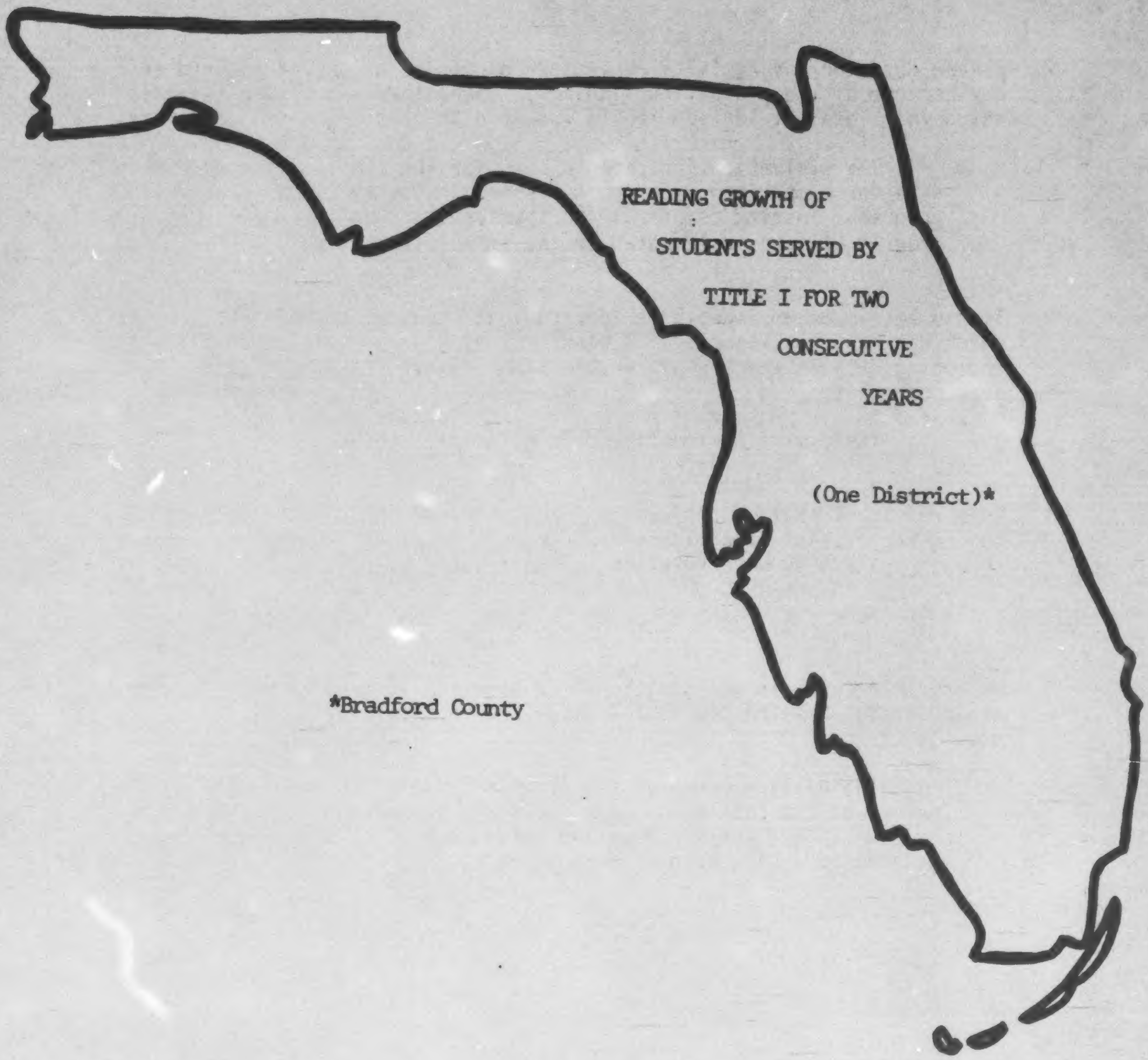
   There were no indepth or longitudinal studies made.

4. As a result of Title I project services rendered indicate by subject area the number of Title I children reaching a sufficient level of proficiency through which they were returned to the regular classroom.

   None

5. We are interested in any additional information you may be able to supply regarding the holding power of Title I and special provisions for dropouts, etc.

   The holding power of the program is very low due to the nature of the population being served. The high mobility of this group and the non-required attendence at kindergarten has led to a high program dropout rate.



READING GROWTH OF STUDENTS SERVED BY TITLE I FOR TWO CONSECUTIVE YEARS

(One District)*

*Bradford County

READING GROWTH OF STUDENTS SERVED BY TITLE I FOR TWO CONSECUTIVE YEARS

During both the 1973-74 and 1974-75 school terms, Bradford County had readily available pre-tests (September, 1973) and post-tests (May, 1975) for the 136 children served by Title I. These tests were analyzed to determine whether progress made by the children during the first year of treatment would be maintained for the second.

Stated goal for each year was 0.5 years growth in reading, or 1.0 years growth for the two years. There were approximately 17 months of instruction between pre and post tests.

Table 46 shows that this growth was maintained easily and, in some cases, accelerated. Average growth in grade one through two was 1.72, with 95.6% of the students attaining or exceeding the goal. Grade two through three showed an average growth of 1.68, with 93.4% attaining or exceeding the goal of 1.0.

Table 47 shows the size of grade placement changes. One child made a gain of over 4.5. Approximately one half of the children made a gain of 1.5 or over. Only two children regressed.

The implication would seem to be that Title I activities should be concentrated on younger children and of sufficient intensity and duration to obtain substantial results.

TABLE NO. 46

DISTRICT Bradford

FISCAL YEAR 1973 - '75

ACHIEVEMENT GAINS MADE BY STUDENTS SERVED BY TITLE I FOR TWO YEARS (9/73 through 5/75)

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Preventing Reading Problems in Primary Grades

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
70% of Title I students will improve reading skills and will show an increase of .5 years growth in reading	WIDE-RANGE ACHIEVEMENT TEST	9/73	5/75	1 thru 2		67	0.52	2.24	1.0	1.72	64 (95.6%
between September and May each year they are enrolled in the program Wide Range Achievement Test	WIDE - RANGE ACHIEVEMENT TEST	9/73	5/75	2 thru 3		69	1.08	2.76	1.0	1.68	60 (93.4%)

This refers to the project according to your objectives.

TABLE NO. 47

SIZE OF GRADE PLACEMENT CHANGES FOR INDIVIDUAL STUDENTS SERVED BY TITLE I FOR TWO CONSECUTIVE YEARS

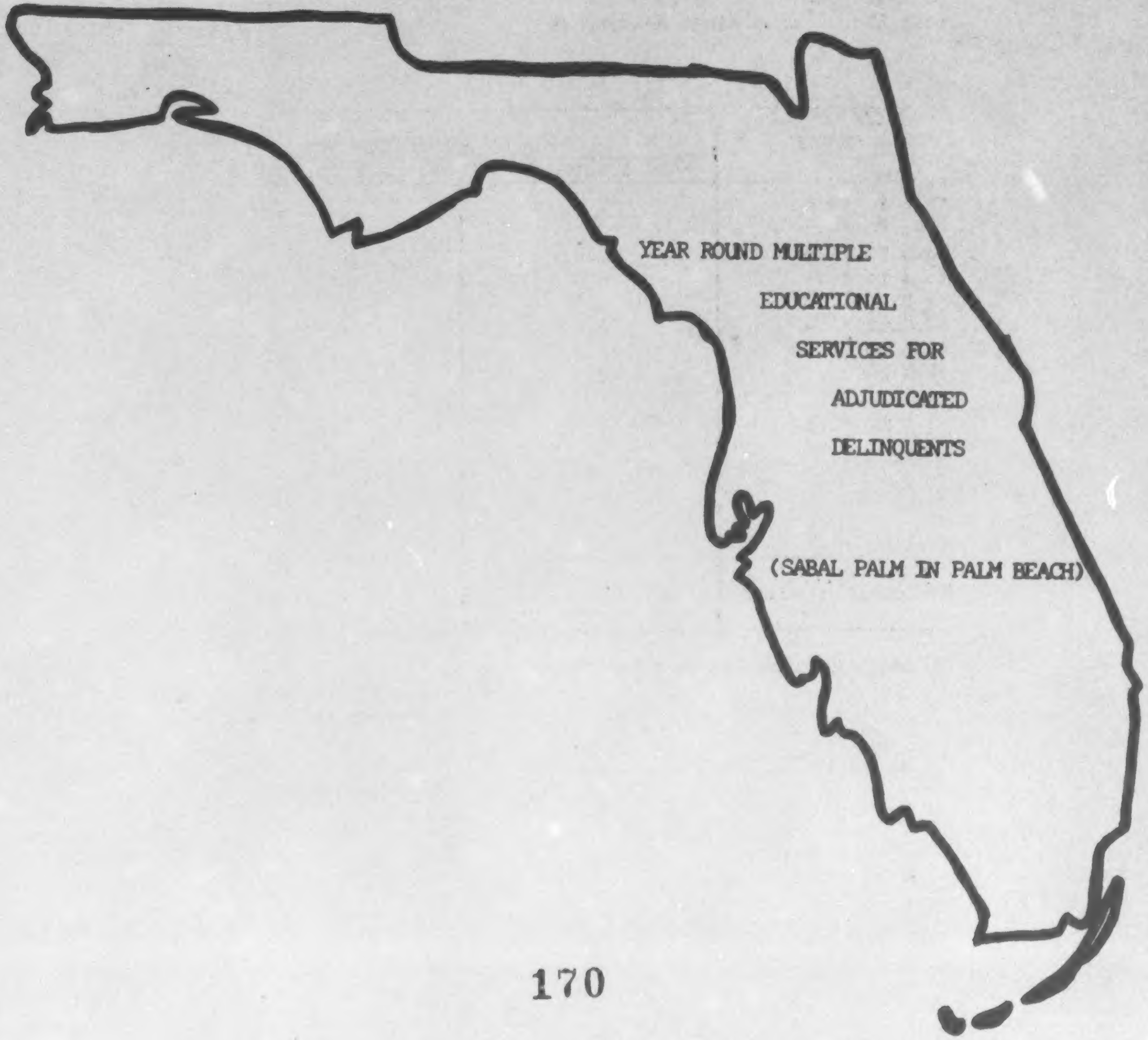
Pre-Test Date: 9/73
Post-Test Date: 5/75
Test Used: Wide Range Reading Test

SIZE OF G.P. CHANGE	PERCENTAGE STUDENTS	
	GRADE 1 through 2	Grade 2 through 3
+4.5 to +4.9	0	0.7
+4.0 to +4.4	0	0
+3.5 to +3.9	3.0	1.5
+3.0 to +3.4	6.0	5.1
+2.5 to +2.9	6.0	11.0
+2.0 to +2.4	6.0	9.6
+1.5 to +1.9	34.3	28.7
+1.0 to +1.4	40.3	36.8
+0.5 to +0.9	4.4	5.1
+0.1 to +0.4	0	1.5
No Change	0	0
-0.1 to -0.4	4.4	0
Number of Students	67	69

Students gaining one or more years growth:

Grades one through two: 95.6%
(Average Gain: 1.72)

Grades two through three: 93.4%
(Average Gain: 1.68)



YEAR ROUND MULTIPLE EDUCATIONAL SERVICES FOR ADJUDICATED DELINQUENTS

(SABAL PALM IN PALM BEACH)

DISTRICT: PALM BEACH

FISCAL YEAR: 1974-75

A. TITLE I PROJECT

Sabal Palm Multiple Educational Services

B. DATE PROJECT BEGAN OPERATION THIS YEAR

July, 1974

C. PROJECT OPERATES - Year Round

D. TREATMENT:

Until January, 1975, Sabal Palm School served only those children who had been placed in the juvenile detention home by the Palm Beach County Juvenile Court. The children's ages usually ranged from 12-16 and the average stay at the home usually averaged approximately six months. During January the policy of accepting adjudicated delinquents changed to one of accepting, by application, boys and girls deemed to be pre-delinquent or emotionally disturbed. With the change in placement policy, the average age of students has gradually lowered, and the average length of residence is now about three and one half months. The recommended maximum term of residence is six months.

During the 1974-75 school year, the Title I program at Sabal Palm School served 142 participants in grades four through twelve in provocational industrial arts, prevocational home economics, and reading. The program provided supplementary materials, supplies, and equipment as well as an instructional aide in the area of industrial arts. The teacher units were provided by county and state funds.

Under the direction of an industrial arts teacher, assisted by an instructional aide, 142 pupils experienced indepth explorations of occupations related to processes in industry. They learned to use, care for and make tools, practiced using machines safely, experimented with various materials and methods, examined procedures and products and practiced some of the actual mechanical processes in industry. Materials and equipment were available for the students' use in the areas of general industrial arts, drawing, electricity/electronics, metals and woods.

In prevocational home economics, under the direction of a home economics teacher, 112 pupils received instruction in the areas of human development, management and family economics, food nutrition, housing and home furnishing, and textiles and clothing. Emphasis was placed on employable skills, employment laws and regulations, finding and holding a job and managing resources. Students experimented with materials and methods, examined procedures and products and learned to care for the equipment in the home economics department. They explored occupations such as: kindergarten and teacher aide, housekeeper's aide, institutional food service worker, cook's helper, drapery maker, reupholsterer, dressmaker, alterationist, etc.

Seventy students in need of reading remediation were provided individual or small group instruction by a reading teacher in a fully equipped reading lab. Classes of no more than ten students met daily for forty-minute periods, with students in need of extra reading instruction being scheduled for two periods, or in extreme cases, as many as three periods of reading each day. Flexibility was maintained so that, when the reading level was raised, the student was scheduled into other classes in place of one of his extra reading periods.

After diagnostic assessment in reading, an individual prescription was written and each student was placed in an individualized program in reading improvement. The Borg/Warner Systems/80 programs, Modern Curriculum Press materials, Mott Language Arts workbooks, and various other materials were utilized by the students in improving their reading skills.

DISTRICT: PALM BEACH COUNTY

FISCAL YEAR: 1974-75

D. Number of Participants by Grade Level:

GRADE	PRE-K K	1	2	3	4	5	6
NUMBER OF PARTICIPANTS							
GRADE	7	8	9	10	11	12	Ungraded
NUMBER OF PARTICIPANTS	31	33	42	21	5	1	

TOTAL 142

E. (1) Describe the criteria for selection of participants.

All children placed in the Palm Beach County Detention Center by the Juvenile Court will be served.

TABLE NO. 48

DISTRICT Palm Beach County

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE Marked Improvement	Improvement	No Change	Negative Change	USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
After participating in the Multiple Educational Services Program at Sabal Palm School, the Title I students are expected to attain the levels of performance as specified below: 1. In self-concept, the participants will make a significant mean gain (.05 level) on the Self-Concept as a Learner Scale.		X			A total of 142 students participated in the program at Sabal Palm School. Thirty-five students had not completed the program or left abruptly without being administered the posttest. A total of 107 students had complete pre and posttest scores on the Self-Concept as a Learner Scale. A significant mean gain of 17.2 units on the instrument was demonstrated by the participants. A summary of the results is given below in Table 1.

Table 1. Means, Standard Deviations (SD), and t-ratios of students Pre and Posttest scores on the Self-Concept as a Learner Scale.

	Pretest		Posttest		Mean	
Number	Mean	SD	Mean	SD	Gain	t-ratio
107	165.2	22.256	182.4	21.501	17.2	7.777*

*$p < .05$ Significant Gain

TABLE NO. 48 Cont'd.

DISTRICT Palm Beach County

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
	Marked Improvement	Improvement	No Change	Negative Change	
2. In pre-vocational industrial arts: a) the participants will show an increase in their knowledge, comprehension and application of industrial arts as measured by the Cooperative Industrial Arts Tests in the areas of general industrial arts, drawing, electricity/ electronics, metals and woods. (mean gain will be significant at the 0.5 level)		X			The students at Sabal Palm School participating in the industrial arts program work in the area of general industrial arts first. After they have completed this unit they work in the unit of woods, metals, electricity, and drawing in that order. Because the period of enrollment at Sabal Palm varies for each student and averages about six months, few students complete the entire program. Most students complete the general and woods units, about two-thirds complete the metals unit while very few complete the electricity and drawing units. In general industrial arts, the participants made a significant mean gain on the Cooperative Industrial Arts Test. At the beginning of the unit the students' average score was at the 4th percentile rank based on national norms. After the completion of the unit, the average score had reached the 43rd percentile rank. In the area of woods, a significant mean gain of 9.6 raw score units was achieved by the 114 students with complete pre and posttest scores. Based on national norms the pretest score was at the 9th percentile rank while the posttest score was at the 36th percentile rank. In the area of metals, the 72 participants with complete pre and posttest scores demonstrated a significant mean gain of 11.0 raw score units on the metals test. The average pretest score was at the 10th percentile rank while the average posttest score was at the 65th percentile rank.

TABLE NO. 48 Cont'd.

DISTRICT Palm Beach County

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
	Marked Improvement	Improvement	No Change	Negative Change	

The unit on electricity/electronics was completed by only 10 students. Although the sample was small there was a significant mean gain of 13.4 raw score units on the electricity/electronics test. The mean pretest score was at the first percentile rank, based on national norms, while the mean posttest score was at the 31st percentile rank.

Since only three students had complete pre and posttest scores in the area of drawing, no summary of the assessment results is given. As stated previously, very few students advance to this area of study while at Sabal Palm School.

A summary of the test results in four of the five areas of industrial arts is given below in Table 2.

Table 2. Means, Standard Deviatious (SD), and t-ratios for Students' Pre and Posttest Raw Scores in Four Areas Of The Cooperative Industrial Arts Test.

Area	Number	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Gain	t-ratio
General	108	15.6	6.064	28.6	6.345	13.0	23.916*
Woods	114	13.5	4.447	23.1	6.512	9.6	18.313*
Metals	72	14.9	6.512	25.9	5.942	11.0	17.855*
Electricity/ Electronics	11	8.2	4.143	21.6	5.751	13.4	7.878*

*$p < .05$ Significant Gain

TABLE NO. 48 Cont'd.

DISTRICT Palm Beach County

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
	Marked Improvement	Improvement	No Change	Negative Change	
2b. In pre-vocational industrial arts, the students will correctly answer an average of 75% of the items on a teacher constructed test administered at the end of each unit of study in the areas of: 1. general industrial arts 2. woods 3. metals 4. electricity/electronics 5. drawing		X			Results relating to Objective 2b. 1. General Industrial Arts - In this area, a 20 items test on plastics was administered to 65 students. The average score of 17.5 implies that 87.5% of the items were answered correctly by the students. 2. Woods - A 50 items test was administered to 110 students in this unit with the resulting mean score of 41.9 items answered correctly. Therefore, an average of 83.8% of the items on the test was satisfactorily completed. 3. Metals - At the end of this unit, 53 student correctly answered an average of 17 of the 20 items on the test. Therefore, an average of 85% of the items were correctly answered by the participants. 4. Electricity/Electronics - The 32 students that completed this unit correctly answered an average of 80% or 16 of the 20 items on the test. 5. Drawing - Since only 4 students had test scores after completing this unit, no analysis was attempted. From observing the results indicated in items 1-5 above, it appears that the objective was achieved in general industrial arts, woods, metals, and electricity/electronics since the standard of 75% was surpassed in each area. The objective in drawing cannot be evaluated since only four students completed the unit.

TABLE NO. 48 Cont'd.

DISTRICT Palm Beach County

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE Marked Improvement	 Improvement	 No Change	 Negative Change	USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
2c. In pre-vocational industrial arts, 85% of the participants will successfully complete a project as determined by the instructor.		X			Results relating to Objective 2c. Project were assigned to 116 students. Ninety-seven percent (97%) or 113 of the students successfully completed the assigned project with most students completing more than one.
3a. In pre-vocational home economics the participants will correctly answer an average of 75% of the items on a teacher constructed test at the end of each unit of study in: 1. human development 2. management and family economics 3. food and nutrition 4. housing and home furnishing 5. textiles and clothing		X			Results relating to Objective 3a. The participants received instruction in each of the five areas specified in the objective. The standard of 75% was surpassed in areas 2, 4, and 5 with an average of 84%, 76%, and 76% of the items answered correctly in the respective areas. The participants failed to meet the objective in areas 1 and 3. A summary of the results is given in Table 3 below.

Table 3. Number of Participants and Average Scores in Each Unit of Study in Home Economics.

Unit of Study	Number of Participants	No. Items On Test	Avg. No. Correct	Percentage
1) Human Development	112	60	39	65
2) Management and Family Economics	59	50	42	84
3) Food and Nutrition	105	100	71	71
4) Housing and Home Furnishings	91	50	38	76
5) Textiles and Clothing	101	100	76	76

DISTRICT Palm Beach County

TABLE NO. 48 Cont'd.

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGEMENT ABOUT YOUR RESULTS
	Marked Improvement	Improvement	No Change	Negative Change	
3b. In pre-vocational home economcs, 85% of the participants will complete successful projects as determined by the instructor.		X			The participants were assigned projects in three of the five areas. The objective was achieved only in the area of housing and home furnishings with 88% of the participants successfully completing a project. In food and nutrition 83% completed a project but fell short of the 85% standard set in the objective. In clothing and textiles 79% of the student successfully completed a project but again fell short of the 85% standard. Table 4 below gives a summary of the results.

Table 4. Number of Projects Attempted and Completed in Three Areas of Study in Home Economics

Unit of Study	No. Projects Attempted	No. Projects Completed	Percentage
Food and Nutrition	105	87	83
Housing and Home Furnishings	85	75	88
Clothing and Textiles	102	81	79

TABLE NO. 48 Cont'd.

DISTRICT Palm Beach County

ACCOMPLISHMENT OF OBJECTIVES

FISCAL YEAR 1974-75

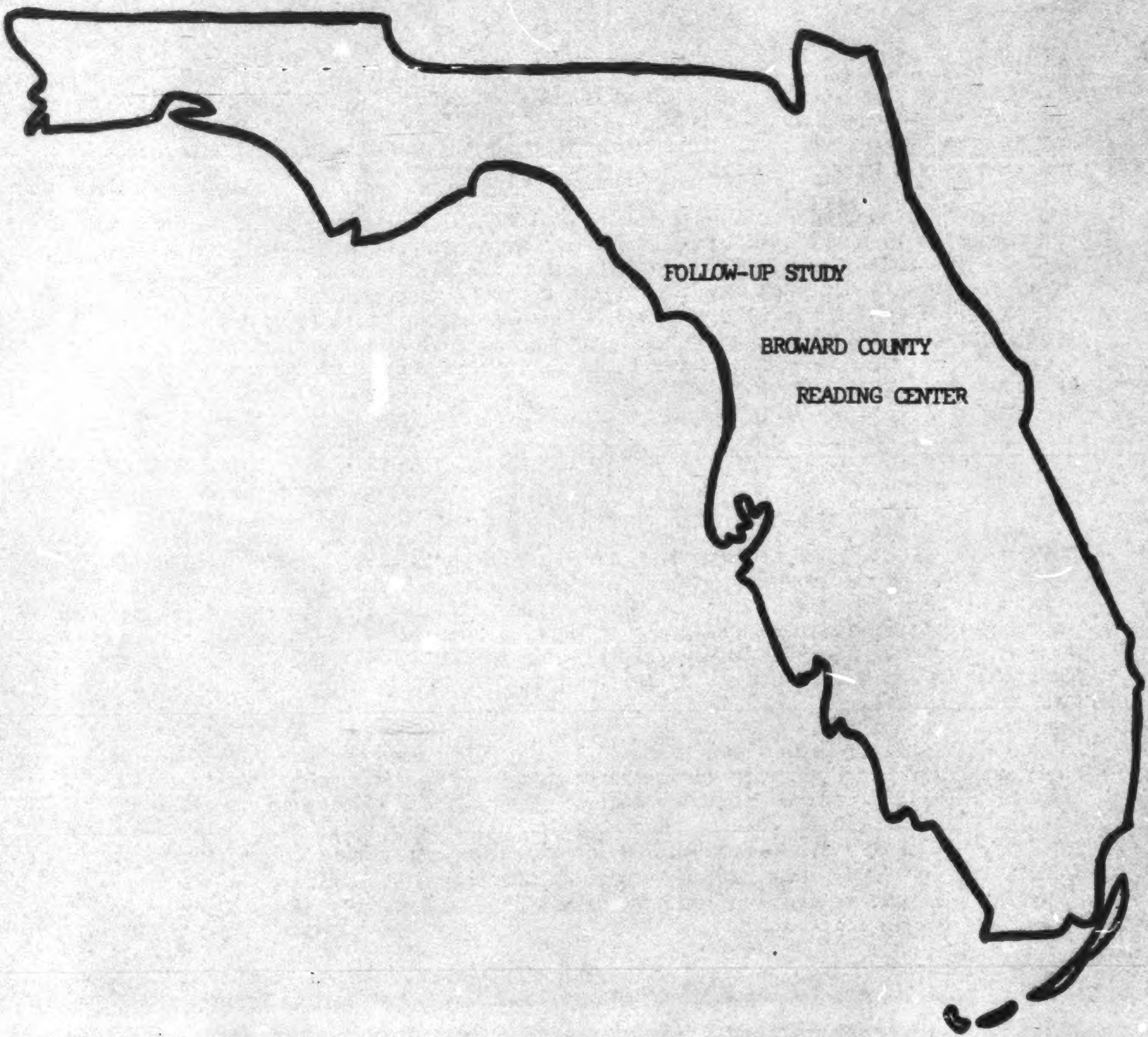
ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJECTIVE				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGEMENT ABOUT YOUR RESULTS
	Marked Improvement	Improvement	No Change	Negative Change	
4a. The participants will show a one month's gain in reading achievement for each month's instruction as measured by the Woodcock Reading Mastery Test.					Objective 4a was not measured because the Woodcock Reading Mastery Test was not available at Sabal Palm for administering to the participants as a pretest.
4b. The participants will show a mean gain in word recognition skills of one month for each month of instruction as measured by the Slosson Oral Reading Test.	X				Complete pre and posttest scores on the Slosson Oral Reading Test were available for thirty-nine (39) students. The average length of time in the program for these participants was 5.6 months. The average gain was 12 months. Therefore, for each month of instruction the students gained 2.1 months in achievement. Since this gain surpassed the specified standard the objective was achieved by this group of participants. A summary of the test results is given below in Table 5.

Table 5. Mean Grade Equivalent Pre and Posttest Scores with Mean Gain on the Slosson Oral Reading Test.

Number	Pretest	Posttest	Gain
39	5.2	6.4	1.2

186

187



FOLLOW-UP STUDY

BROWARD COUNTY

READING CENTER

READING CENTER: FOLLOW-UP STUDY

INTRODUCTION:

This study's purpose was to assess the long run benefits of participation in the reading center program. The reading center program features a clinical approach with an emphasis upon diagnosis and individualization.* The reading center has been continuously evaluated by this department since the 1967-68 school year.** Results of previous studies were essentially supportive of the center in that it appeared participants made significant gains in reading skills which they still maintained one year after being in the program. This report is organized so that the main body is directed to the lay reader. The more detailed and tedious material is appended.

PROCEDURES:

The 1972-73 school year presented local evaluators with a somewhat unique opportunity to implement a more rigorous research design than had been possible in previous years. Because more pupils were eligible for project participation than the program could house, it was possible to randomly select a control group from the list of all eligible pupils.

The "magic" of randomization is that it provides an effective control for all extraneous factors which could be associated with difference between pupils' test scores. The 1972-73 study*** therefore provided a highly defensible assessment of at least the short term benefits of the project. The present study was "built in" to the design of the 1972-73 study. In addition to randomly selecting a control group (control group number one) a second control group was selected from seven schools which were not served by Title I. The pupils in the second control group (control group number two), were selected in September, 1972 on the basis of screening tests administered by reading center personnel.

Because entry into the project of pupils in control group number one was delayed until summer rather than denied, it was thought that control group number two would serve as the comparison group for the presently reported longitudinal study.

The results of the 1972-73 study indicated that a random sample of the third year pupils served by the project attained a higher level of reading proficiency than would have been likely had they not entered the program. This increased proficiency was maintained four months subsequent to pupils dismissal from the program. The present study was designed to see if participants still maintained their advantage about sixteen months after leaving the program. In brief, had the gains "washed out" over time?

As it happened, only a few members of control group number one took advantage of their opportunity to participate in the program during the summer. Thus participants could be compared with both control groups. All testing in the 1972-73 study was carried out by reading center personnel. The present study was strengthened in that the criterion reading tests were administered completely independent of the reading center as part of a countywide testing program. The standardized tests used in the countywide testing were not the same as those used by reading center personnel.

*Persons interested in a detailed description of the program may contact Coordinator, Reading Center, The School Board of Broward County, Ft. Lauderdale, Florida.
**See Research Reports #15, 29, 35, 36, 51 and 67.
***Report #68.

LIMITATIONS:

Because of attrition, the findings could only apply to pupils still enrolled in the county. The reading center had for several years served the schools from which control group number one was randomly drawn. Because of this, comparisions between control group number one and participants were quite likely subject to a limitation referred to by researchers as "contamination." Were pupils in control group number one really the same as they would have been had the reading center not existed? It is plausible that these pupils received indirect benefits due to the reading center before, during and after the time of the study.

On the other hand, comparisons between control group number two and participants were subject to a limitation researchers call "confounding." Even though statistical procedures were used to "control for" pre-test differences, factors such as socio-economic differences between the pupil populations of Title I and non Title I schools could have influenced differences in post-test performance. This "confounding" prevented one from being certain that the only difference between the participants and control group number two was entry into the reading center.

Such limitations are inherent in almost any practical study of ongoing educational programs. On the present study, the fact that the two control groups were available provided an opportunity to see if findings of both comparisons were congruent. The study was also strengthened in that a previous study had indicated long run as well as short run gains. The congruence of the findings of studies conducted at different times and using difference approaches provided what is probably the strongest case for drawing justifiable conclusions from the application of research methods in educational contexts. In the case of the reading center, yet another source of supporting evidence became available at the time this report was written. Methods and materials used by reading center personnel were bodily incorporated into the local Emergency School Aid Act (ESAA) reading program implemented during the 1973-74 school year. Results of evaluations of the ESAA program were therefore also pertinent to building a body of congruent findings regarding at least the short term effectiveness of the reading center program. These findings will be discussed in the conclusions section.

RESULTS:

Comparisons involving the first control group were clear-cut in the area of reading vocabulary. The experimental group scored significantly higher than control group number one on the reading vocabulary test. Although findings on the reading comprehension test tended to be favorable to center participants, results were not statistically significant. Further, one could interpret the favorable trends in either of two ways. One interpretation would be that differences between white pupils tended to "wash-out", but black pupils who participated tended to maintain their "edge" over the control group. This tendency approached statistical significance. The test of simple differences, collapsing across races, also approached statistical significance.

Comparisons involving the second control group on the reading vocabulary test revealed the presence of a highly complex relationship involving race, treatment and pre-test scores. However, apparently pupils of both races who scored low on the pre-tests and most black pupils benefited from participation in the program. On the reading comprehension test, simple overall differences favoring participants were statistically significant. However, again there was a tendency for program participation of benefit blacks more than whites which approached, but did not reach, statistical significance.

ABSTRACT

The present report is a follow-up on third year pupils served by the reading center project during the 1972-73 school year. The original study showed pupils who participated in the project tended to score higher on reading tests than would apparently have otherwise been the case. The present study sought to document whether or not these apparent gains would still hold up about sixteen months after participants left the program. Another less rigorous study conducted several years ago had indicated such gains had held up. The present study also supported this contention. There was, however, in this study a somewhat consistent but nonsignificant (in a statistical sense) tendency for gains to be maintained better among black than white pupils.

The predecessors of this study helped focus national attention upon the local reading center program. The American Institute of Research (AIR) used the documentation which has been accumulated regarding the effectiveness of this program as a basis for identifying it as an exemplary program. The findings of this report basically reinforce the conclusions of the previous studies.

Additional supporting evidence regarding the effectiveness of this program was provided by a recently completed evaluation of the local ESSA program. Methods and materials developed and used at the reading center were applied to over 2500 local first and second year pupils identified as needing help in reading on the basis of low test scores. The evaluative evidence indicated that the ESAA pupils so served, performed better in reading than would have otherwise been the case. Without the reading center, such results might not have been obtained.

The conclusions of this report were designed to promote constructive and critical thinking. Even though the evidence was strong that the reading center was benefiting those served, the criterion for selecting participants was changed during the 1973-74 school year. Beginning then, those "most in need" rather than those "ready to benefit" from these services were served by the center. Although the ESSA evaluation seemed to indicate that pupils "most in need" could benefit from methods and materials developed at the center, no "hard" evidence is presently available to document whether or not the program is equally effective with pupils selected on the basis of the new criteria. The types of "performance data" presently used to evaluate the program cannot provide such "hard" evidence. In any case this programs recognition by AIR should serve to alert decision-makers at the local, state and federal level as to just how rare and uncommon it is for a program such as this to be able to document its success with "hard" evidence. Although it is important to find out if the program is equally successful in serving pupils on a "most in need" basis, the program's effectiveness with pupils meeting its previous criteria for selection points out that compensatory funding should be allocated to insure that all local pupils who can benefit from reading center services, do in fact receive these services.

Finally there is a need for further reflection by decision-makers regarding the contributions which can be made by those familiar with tests and measurements and evaluative techniques to substantiating and implementing local projects. For example, an evaluative technique which is useful for one purpose may be quite unacceptable when extended into another area. Also tests are not infallible and, if used as selective devices, they must be supplemented by other selective criteria. Otherwise pupils will be selected for project participation who should not be and others will be left out who should be included.

*American Institute of Research

CONCLUSIONS:

The findings of this study seemed to indicate that participants' gains tended to be maintained sixteen months after finishing the program. There was some, but by no means conclusive, evidence that black participants may have benefited more in the long run than did white participants.

Further congruent evidence regarding at least the short run impact of the reading center upon county pupils was provided by another study completed in the fall of 1974.* Methods and materials used in the clinical-remedial program at the reading center were used in a preventive-developmental program which served over twenty-five hundred first and second year pupils from thirty local schools who had initially scored very low on standardized reading readiness tests. It was found that pupils who were so served appeared to perform better on criterion reading tests than would have otherwise been the case. Thus, yet another source of data pointed in the same direction as the present study and previous studies.

Beginning with the 1973-74 school year the reading center altered its screening procedures. Prior to that time the center essentially served pupils with low achievement who had the potential to do better. Perhaps it would be accurate to say that "readiness" was the criterion for program entry. In 1973-74 the program began to serve pupils on the basis of "most in need." Pupils with the lowest scores on standardized tests were the ones eligible to enter the program with little regard for other factors. It might be mentioned that the ESAA project and the reading center both served pupils on the basis of "most in need." Both therefore had to develop "readiness" components for pupils who were not sufficiently advanced to be exposed to the methods and materials which have primarily constituted the program component which the research department has evaluated over the years. The results of the ESAA project evaluation were encouraging. However, it has not yet been possible for this department to document the impact of the reading center program upon its current enrollees.

The research evidence has provided a strong case for concluding that pupils benefited from the reading center program prior to the change in selection procedures. Futhermore, the ESAA evaluation provided s strong hint that methods and materials developed and used at the reading center could be effectively "exported" to in-school programs serving primary level pupils who were identified as being at the lowest levels in terms of measurable reading skills.

Plans are currently underway to implement the types of in-depth research studies of the current reading center project as have been done in the past. Whatever the results of future studies, however, the weight of the evidence suggests strongly that a significant segment of local pupils have benefited from the reading center program. The recent national attention focused upon the reading center as a result of the American Institute of Research(AIR)'s efforts to identify exemplary reading programs should suffice to indicate how uncommon it is for such a program to be able to rigorously document its effectiveness in terms of pupil outcomes. This report further reinforces the documentation. Therefore, even if subsequent evaluations indicate the program is not as effective when implemented on a serving those "most in need" basis, the results of the research to date should be put to positive use.

There may well be a need for local, state, and federal officials as well as advisory groups, to pause and reflect upon questions such as "Are some pupils who can be helped by this program now being excluded by the new criteria?"

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*See 1973-74 Final Technical Progress Report, Emergency School Aid Act (ESAA), Basic Grant -OEG-4-73-1493.

"Are group administered standaradized test results really so infallible that they can serve as a good basis for identifying pupils most in need of help?" "Is there anything to the concept of maturational readiness and, if so, what, where, and how should programs be developed and implemented for pupils who are slow to develop?"

Another area which also deserved careful attention is the current emphasis upon attaining performance objectives as an evaluative device. Performance objectives provide a very beneficial means of validating what a program can be expected to achieve. For example, test results might show that pupils will gain a certain number of grade equivalent months after program participation. Others considering implementing such a program with similar pupils can expect to attain similar results. Given accurate information based upon research or previous experience with the same population and instrument, it also make sense to set realistic objectives and make their achievement an important evaluative criterion. Simple analogies with toothpaste ads may clarify that logic of the above. Use of brand A by a certain population may be associated with an average of X number of cavities per person over a specified time. This validates for other members of that population what they might expect from using brand A. Of course, to use this data to evaluate brand A would require knowing the normal rate of cavities per person in that population over the same time span. The danger of using performance objectives lies in making unwarranted evaluative assumptions, often at the stage of specifying objectives. Persons who are not at home in the area of tests and measurements cannot be expected to be familiar with the many traps and pitfalls associated with trying to accurately measure changes in test performance.* Because of this, the extension of the claims of essentially validitational studies into the evaluative domain can often be demonstrated to produce erroneous conclusions. For example, the gain of a norm group cannot be compared with the gain obtained by a certain subpopulation selected on the basis of receiving low initial test results. Unless a test is perfectly reliable, negative errors of measurement will occur a disproportionate number of times in the selected group. The group as a whole can be expected with mathematical certainly to score higher on a second administration of the test. In brief, some of the "gain" between pre and post tests obtained by a group selected is due to errors of measurement rather than program benefits. Futhermore, if projects use scoring low on one fallible standardized test as the single criterion for selecting pupils "most in need", many children will be selected who actually are not as much in need as many children who are not selected.

The above statements only reflect on the nature of tests and measurements. However, they do lend support to the need of systematic program evaluation to assist in making major educational decisions which will influence the welfare of pupils in need of compensatory services. For example, a strong case can be made in terms of the present evidence for assuring that pupils demonstrating low achievement with a potential to do better receive the kinds of services offered by the reading center, as our evaluative evidence shows that these students do benefit significantly from the services. An equally strong case can be made for demanding that similar hard evidence be secured whenever possible to substantiate all similar projects at the local, state and national level. A correlary of this is that a hard look needs to be taken at various means of evaluating such projects in order that decision makers can be informed and confident about how much credence to place in evaluative claims.

*See example, Chester Harris, ed, Problems in Measuring Change, The University of Wisconsin Press, Madison, 1967.

APPENDIX A

PROCEDURES:

Two control groups were selected in the 1972-73 study. One control group (control group number one) was randomly selected from the pool of third year pupils eligible for entrance to the program. Available facilities could not accommodate all eligible pupils. It was therefore made strictly a matter of chance as to which pupils would not receive program services during the regular school year. The program was open to control group number one pupils that summer. However, a check of records revealed that only five pupils in control group number one entered the reading center that summer or during the subsequent year. Control group number two was selected by reading center personnel who employed regular project screening tests during September, 1972, in seven nonproject schools. Third year pupils in the nonproject schools who met the screening criteria for project participation composed control group number two. The experimental group consisted of a random sample of third year pupils enrolled at the reading center during the fall of the 1972-73 school year.

Form A of the Gates Primary Reading Test and the Otis short form IQ test constituted the initial screening criteria used in September. The September, 1972, reading scores on the Gates test were used as pre-tests in the present study. Post test reading scores were obtained from a countywide testing program carried out in May, 1974. The Comprehensive Tests of Basic Skills (CTBS), expanded edition, level two was the test used in the countywide administration.

Students I.D. numbers were used to match countywide test results with data records used in the preceding reading center study. Table 49 illustrates the attrition which occurred during the course of the evaluative period. Five of the students in control group number one were eliminated because they later entered the program.

TABLE No. 49
ATTRITION

	Original Sample N	First Study (MAY) N	Follow-Up Study (MAY) N
Control Group #1	60	58	41
Control Group #2	128	116	95
Exp. Group	119	107	82

LIMITATIONS:

Comparisions between control group number one and the experimental group were soundest from a methodological viewpoint. Membership in these groups depended upon random assignment from a common population. The principal limitation upon such comparisons centers upon the problem of contamination. The reading center had served project schools for many years. It was therefore questionable as to whether or not the children in control group number one had not already received indirect benefits from the reading center. They may well have not scored as high, for example, on their pre tests had the reading center program not existed in previous years.

The principal limitation of comparisions involving control group number two was confounding. Differences between this group and the experimental group could have been due to factors other than participation in the reading center program. For example, the population factors which determined which schools would be designated as Title I school could obviously be an independent source of difference in test results between control group number two and the experimental group. Although the same statistical procedures were used in making the comparisons, the interpretation of the analyses differs. In the case of comparisons involving control group number two, it was posited that pre-test scores were probably somewhat associated with other confounding factors. The statistical tests simply attempted to isolate the contribution of the program which was not confounded with race and the pre-test scores. In the comparisons with the first control group, pre-test differences and differences in the proportion of black pupils in each group could be regarded as arising due to sampling errors, rather than confounding factors.

As has been noted, both procedures have inherent limitations. Concurrence of results from both comparisons would, of course, provide the most acceptable evidence regarding the presence or absence of a significant program effect.

The problem of attrition simply limited the generalizations of the findings to pupils like the ones who could be located for re-testing.

One limitation of the preceding study was eliminated in the present follow-up study. The criterion test in the present study was not administered by reading center personnel.

Finally, it must be noted that the reading center program has been continously evaluated since the 1967-68 school year.* A previous, less rigorous, follow-up study had indicated the program had seemed to produce long term benefits to pupils. So long as the results of this study remained consistent with the previous one, the cummulative evidence would appear to justify drawing fairly strong conclusions from the present study, despite the aforementioned limitations.

RESULTS

DESCRIPTIVE:

Means (averages) and standard deviations for the three groups involved in this study are summarized in Table 50. Groups are further subdivided by race.

TABLE No. 50
MEANS AND STANDARD DEVIATIONS (RAW SCORES)

			GATES PRE-TESTS				CTBS POST TESTS			
Groups			READ	VOC	READ	COMP	READ	VOC	READ	COMP
Race	Treatment	N	M	SD	M	SD	M	SD	M	SD
White	Exp	34	23.3	6.5	12.1	4.5	22.7	7.6	23.9	10.0
White	Cont #1	19	27.1	7.4	13.7	4.7	23.5	8.4	26.1	10.6
White	Cont #2	54	22.1	7.4	11.5	5.0	22.1	8.5	22.7	9.6
Black	Exp	48	21.0	6.3	12.9	4.8	22.1	6.9	24.1	8.8
Black	Cont #1	22	24.5	6.5	12.8	3.3	19.9	7.2	19.5	9.1
Black	Cont #2	41	16.8	7.5	10.0	4.9	16.8	8.4	16.2	8.6

Table 50 indicated that the surviving members of control group number one tended to score higher on the pre-tests than did other groups. It would go beyond the available facts to attempt to explain this phenomena. However, some of it was due to sampling error, because the same tendency was present in the preceding study independently of the attrition factor.** It was also the case in the

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*See Research Department Reports Numbers 15, 29, 35, 36, 51, 67.
**See Report #68, Page 3.

preceding study that control group number two fell below the other groups on the pre-tests. Part of the reason for these pre-test differences favoring groups from project schools may have been the "contaminating" effect of the reading center. Neither group may have done so well had their schools not been served by the reading center over the years. The particularly low performance of black pupils in control group number two may be of some substantive significance. Were fewer black pupils in project schools who were identified as needing help in reading performing as low as similar pupils in nonproject schools?

Study of table 50 can help in interpreting some of the statistical findings which follow. For example, a tendency can be discerned for black experimental pupils to have done relatively better on the post tests than did white experimental pupils, notwithstanding pre-test differences.

STATISTICAL ANALYSES:

PROCEDURES

A version of a MANOVA program developed by Eliot Cramer was used in the analyses which follow.* A more detailed summary of the statistical tables is appended. A two factor analysis of covariance design was used which followed the basic logic of model reduction inherent in the MANOVA program. The two factors were race and treatment. Pre-test reading vocabulary and comprehension scores were covaried. The MANOVA logic for model reduction is one which procedes from the complex to the simple.

Three tests of significance were of relevance to the present study.

1. Test of the equality of cell regression coefficients:
   Essentially this is a test of a complex interaction involving both factors and the two covariates. Significant results would show that the post test results depended simultaneously upon how well pupils did on the pre-tests as well as their race-treatment group membership.

2. Test of the race-treatment interaction:
   This is a test for an interaction between the two group membership factors. For example, blacks in the experimental group might have fared relatively better than whites in the experimental group.

3. Test for the treatment main effect:
   This is a test of the simple difference between all members of the two treatment groups.

The MANOVA logic dictates that proceeding with tests of simple models depends upon rejecting the preceding tests of more complex models. If, for example, the model which best fits the facts (or at least cannot be rejected at the .05 level of significance) involves a complex interaction, the analyses cease.

EXPERIMENTAL GROUP VS. CONTROL GROUP NUMBER ONE

Analyses proceeded past the test of equality of regression coefficients. The race treatment interaction approached significance (P less than .089) at the conventional .05 level on the reading comprehension test. This was primarily because black experimental pupils tended to fare relatively better than white experimental pupils. Acceptance of this hypothesis is primarily a judgmental rather than a statistical decision. A table of adjusted reading comprehension mean scores is provided below for the elucidation of those who feel that this model may best fit the facts. The mean scores are adjusted for pre-test differences(as though all four groups scored the same on the pre-tests).

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*Cramer, Eliot and Sherin, Richard J. MANOVA, Multivariate Analysis of Variance. A Program distributed by Clyde Computing Service, Box 166, Coconut Grove Station, Miami, Florida.

TABLE No. 51
ADJUSTED MEANS FOR READING COMPREHENSION INTERACTION
CONTROL GROUP NUMBER ONE

RACE	TREATMENT	N	ADJUSTED MEAN (READING COMPREHENSION)
White	Exp.	34	24.3
White	Cont. #1	19	24.3
Black	Exp.	48	24.7
Black	Cont. #1	22	19.0

One can see from the above that in terms of this model only black experimental pupils benefited from the program.

The test of the simple treatment difference was significant (P less than .013) for the reading vocabulary test and approaches significance for the comprehension test (P less than .067). A table of adjusted means is provided below.

TABLE No. 52
ADJUSTED MEANS FOR TESTS OF SIMPLE TREATMENT DIFFERENCES
CONTROL GROUP NUMBER ONE

GROUP	N	ADJUSTED MEAN (Read Voc)	ADJUSTED MEAN (Read Comp)
Exp	82	23.1	24.7
Cont #1	41	20.1	21.5

One can see from the above that acceptance of these models leads to the conclusion that everyone, regardless of race or pre-test scores, tended to score higher if a member of the experimental rather than control group. This simple conclusion was clearly warranted by the sequence of statistical tests in the case of reading vocabulary scores. In the case of the comprehension test the only conclusion that was warranted, if one adheres strictly to the .05 convention of statistical significance, was that the groups were not different. This would imply that participation in the reading center program was not associated with significant differences in reading comprehension test results. As was noted, it is really not a statistical matter as to whether or not the models depicted in either of the tables, or the model involving no effect, was the model which best fitted the facts concerning reading comprehension scores.

EXPERIMENTAL GROUP VS. CONTROL GROUP NUMBER TWO

The hypothesis of equal regression coefficients could not be accepted in the case of the reading vocabulary test (P less than .042). This indicated that pupils' performance not only depended upon their race and treatment group, but also upon how they scored on the two pre-tests. Such complex relationships are difficult to clearly depict. Table reflects a rather novel attempt to clarify the interaction. The first row in the table illustrates what the mean scores on the vocabulary test would have been had all groups scored the same average on the two pre-tests as did the white experimental group (i.e. 23.3 and 12.1). The second row shows the estimated means in terms of all groups receiving the same average scores on the pre-tests as did the white control group (i.e., 22.1 and 11.5) and so on.

The "IF" columns depict each of the four groups and report their pre-test scores. The "Then" columns show how each group would have fared under the circumstances of having the same average pre-test scores as each of the "IF" groups. As can be noted from Table 50 the bracketed diagonal entries are the average scores the groups actually received.

TABLE No. 53
ESTIMATED VOCABULARY SCORES BASED UPON THE PRE-TEST SCORES RECEIVED BY EACH OF THE RACE-TREATMENT GROUPS
CONTROL GROUP NUMBER TWO

	"IF"		"THEN" ESTIMATED SCORES			
GROUP	PRE VOC.	PRE COMP.	WHITE EXP	WHITE CONT	BLACK EXP	BLACK CONT
White Exp	23.3	12.1	(22.7)	23.3	22.9	21.6
White Cont	22.1	11.5	21.8	(22.1)	22.1	20.7
Black Exp	21.0	12.9	22.6	20.9	(22.1)	20.0
Black Cont	16.8	10.0	19.0	17.5	19.0	(16.8)

The table indicates that the estimates for the black experimental pupils were higher than for the black control pupils, given all four actual permutations of the average pre-test scores. The differences were most pronounced under the circumstances of low scores on both tests (the black control group situation). Extension of these results beyond the table would have shown control group blacks would have been estimated to do better than experimental group blacks only when their pre-test vocabulary scores were high and pre-test comprehension scores low. If any black children actually existed who scored quite a bit higher on their initial reading vocabulary test than on their reading comprehension test, the above results would lead one to conclude their progress in reading vocabulary would not have been helped by the reading center program. More generally, the benefits of the reading center in terms of reading vocabulary seemed most pronounced for black pupils with low scores on both pre-tests.

Happily for the sake of clarity much the same sort of relationship existed among the two white groups, but in a more pronounced way. In this case also, white pupils with high pre-test vocabulary scores but low pre-test comprehension scores would apparently have been better off outside the center. Conversely white pupils with low pre-test vocabulary scores, but high comprehension scores would have apparently benefited greatly from the program.

Table 53 was constructed about actual permutations of average scores, because projecting to the above extremes would be meaningless since few or no pupils actually scored so differently on the two tests. The general conclusion from table 53 would be that experimental group whites who scored low on the pre-tests appeared to do relatively better after treatment than was the case with experimental group whites who scored high on the pre-tests.

The readers must be warned that at this level of complexity, it may well be advisable to simply regard the above results as "noise". The improbable can and will happen simply as a matter of chance. If the present study were repeated several times, and the same complex interaction emerged each time, it would warrent serious consideration. Then one could use the results, for example, to select pupils for project entrenor who would benefit most from the program.

Similarly, one would exclude from the project pupils who would be better off elsewhere. As matters stand, the same relationship did not exist in comparisons with control group number one or comparison involving the comprehension test. There is no way to know if the relationship would emerge again in a repetition of the study. It may be best to interpret the results on the reading vocabulary test in Table 53 as simply yielding favorable projections for experimental group pupils, especially blacks, under most realistic instances.

The statistical tests involving reading comprehension scores yielded slightly more clear-cut results. The interaction between race and treatment approached significance (P less than .077). Table 54 is provided as a service to readers who may wish to further interpret this result. Since, a similar interaction approached significance in comparisons involving control group number one, more credence may be added to this possible interpretation.

TABLE No. 54
ADJUSTED MEANS FOR READING COMPREHENSION INTERACTION
CONTROL GROUP NUMBER TWO

RACE	TREATMENT	N	ADJUSTED MEANS (READ COMP.)*
White	Exp	34	22.7
White	Cont #2	54	22.3
Black	Exp	48	23.4
Black	Cont #2	41	18.6

One can see from the above that acceptance of the interaction model implies that black pupils seemed to have benefited more from the reading center in the long run than white pupils.

The simple test of main affect differences was significant (P less than .037). From a strictly statistical standpoint, therefore, this model warrants more credence than the interaction model. Table 55 depicts adjusted means for this model.

TABLE No. 55
ADJUSTED MEANS FOR SIMPLE TREATMENT DIFFERENCES
CONTROL GROUP NUMBER TWO

GROUPS	N	ADJUSTED MEANS (READ COMP.)
Exp.	82	23.2
Cont #2	95	20.6

On the above interpretation given equal pre-test scores, pupils of both races scored higher, if in the experimental group.

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*The adjusted means for this table depends upon fitting an equation to different data than that used in constructing Table 51 . This is why the adjusted means for the experimenal groups are not the same in the two tables. The main value of the tables lies in showing the size of contrasts, not in the exact values derived from the estimating procedures. The same applies to Tables 52 and 55 .

SUMMARY:

The basic trends in the data were favorable to project pupils. Apparently project benefits were not "washed out," even after the passage of about a year and one-half. Results were not sufficiently clear cut to warrant concluding that pupils "across the board" benefited equally from the program. There was some indication that long term results of participation might have been greater for blacks than whites, especially in the area of reading comprehension. The white-black interaction tendency was not as consistent in the area of reading vocabulary. One of the comparisons (control group number one) involving this area was favorable to reading center pupils regardless of race. However, differences in pre-test scores as well as race, which were found to be associated with reading center participation, complicated the results of the second comparisons. Whether such a complex relationship actually existed or was just due to "chance" conjunctions of data cannot be known. In any event, the overall trends in even the complicated case were mostly favorable to reading center participants.

The available evidence was basically sufficient to conclude that participation in the reading center program was probably associated with better long term test performance. The complexities which appeared in the data, especially those involving differential benefits for blacks, were not firmly enough established by this study to warrant decision-making concern.

APPENDIX B

STATISTICAL TESTS

TABLE I

Test of Equality of Regression Coefficients:

TEST	DF	First Control Vs Experimental	
		F	P less than
Read Voc			
Read Voc.	6,111	1.18	.322
Read Comp.	6,111	.80	.573
		Second Control Vs Experimental	
Read Voc.	6,165	2.24	.042*
Read Comp.	6,165	.90	.493

TABLE II

Tests of Treatment - Race Interaction:

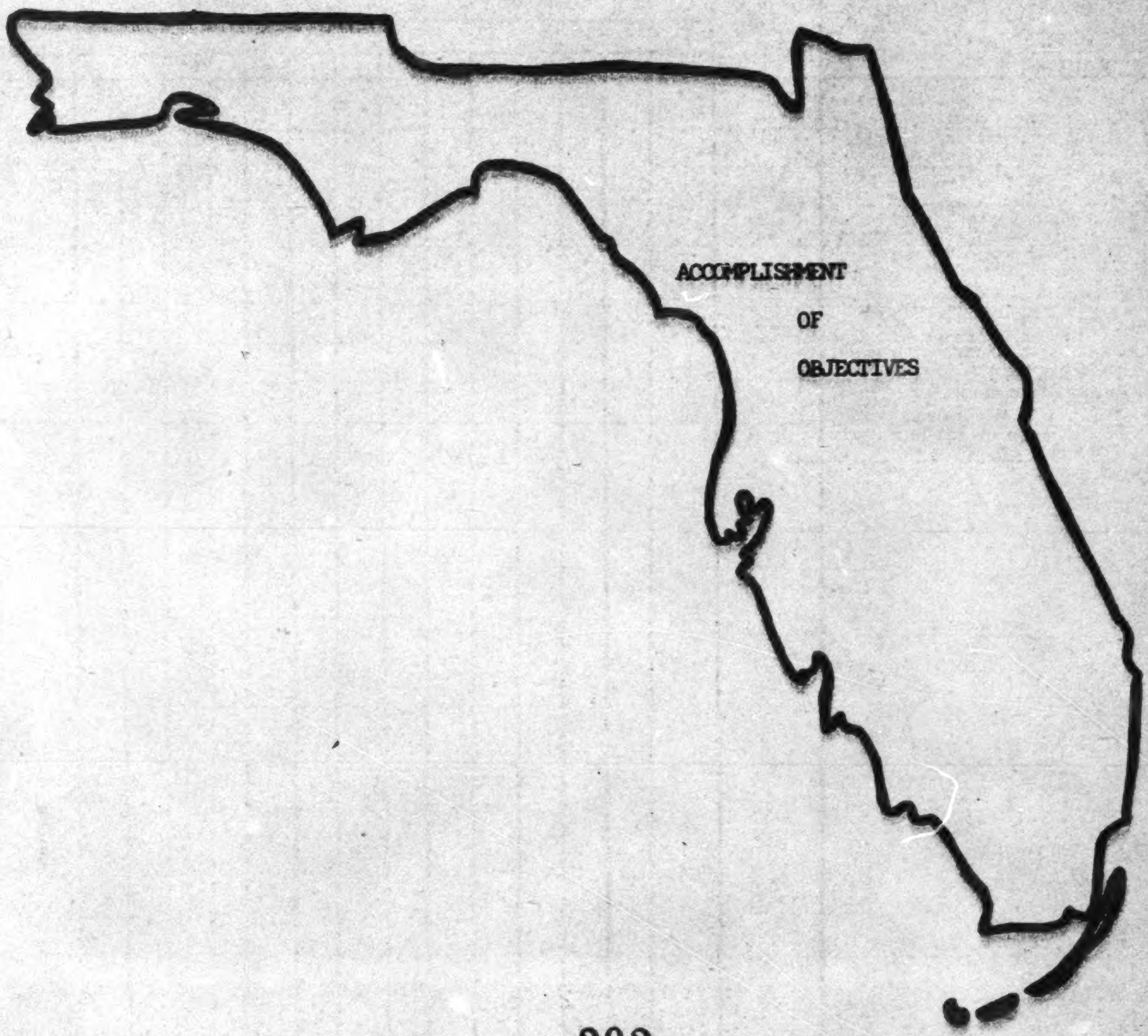
TEST	DF	First Control Vs. Experimental	
		F	P less than
Read Voc.	1,117	.93	.337
Read Comp.	1,117	2.94	.089
		Second Control Vs. Experimental	
Read Voc.	1,171	1.57	.212
Read Comp.	1,117	3.17	.077

TABLE III

Tests of Treatment Main Effect:

TEST	DF	First Control Vs. Experimental	
		F	P less than
Read Voc.	1,117	6.40	.013
Read Comp.	1,117	3.41	.067
		Second Control Vs. Experimental	
Read Voc.	1,171	.80	.373
Read Comp.	1,171	4.41	.037

*Since the interaction was significant at the .05 level, the remaining analyses of reading vocabulary scores were superfluous from the standpoint of the MANOVA logic. In brief, the hypothesis that the interaction model held could not be rejected.



ACCOMPLISHMENT OF OBJECTIVES

EXHIBIT NO. 4

SUMMARY OF ACCOMPLISHMENTS OF OBJECTIVES AS TAKEN FROM DISTRICT REPORTS FOR 1974-75

*COMPLETE OBJECTIVE IS NOT GIVEN BECAUSE
OF SPACE LIMITATION

OBJECTIVES

*OBJECTIVES	DISTRICTS	NUMBER OF STUDENTS MEETING OBJECTIVES														
		GRADE														TOTAL
		PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Gain of 1.5 year (pretest April, 1974, posttest April, 1975)	3			360	231	177				14						782
Gain of 1.0 (pretest September, 1974, posttest May, 1975)	3			284	274	317	143	89	76	62	16					1261
Gain of one month per month of instruction	24		40	981	3000	3183	2409	2442	1241	1140	411	76	47			14,970
Gain of seven months progress after nine months of instruction	5			94	215	245	148	48	54	200	70	69	63	3	1	1210
Gain of six months during an interval of nine months' instruction	8			136	508	585	349	352	323	54	77	30				2414
Gain of five months with nine months instructional period	4			155	169	210	129	177	224	53	193					1310
Gain of four months with nine month instructional period	1				37	36	49	48	54							224
Gain of three months during nine months of instruction	1							100								100
Gain of one month for each two months in program	2				168	165	177	177	53	22	11	12				774

EXHIBIT NO. 4

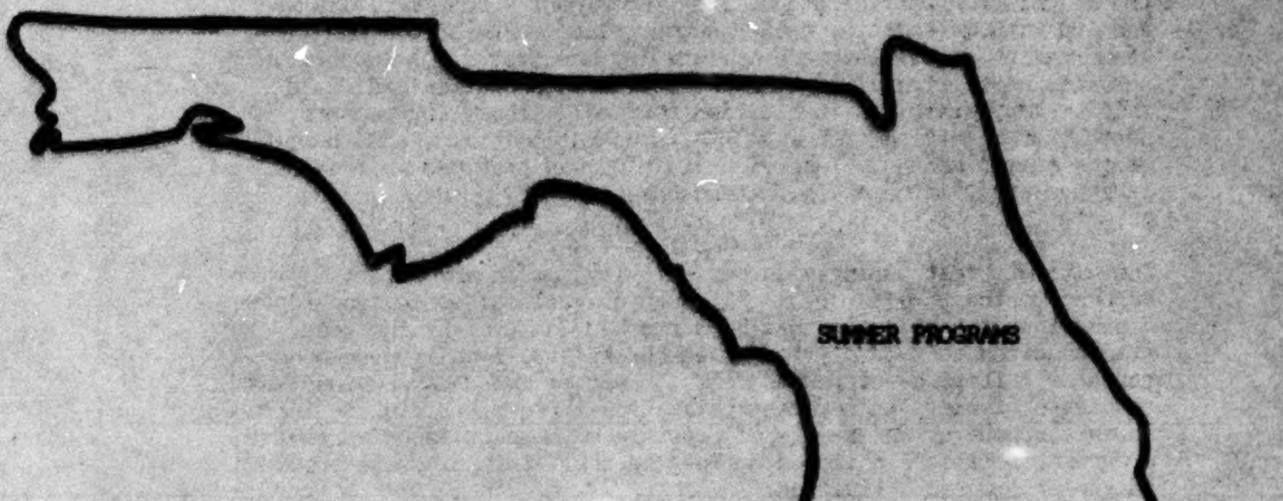
OBJECTIVES

*OBJECTIVES	DISTRICTS	NUMBER OF STUDENTS MEETING OBJECTIVES														
		GRADE														TOTAL
		PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Gain of one stanine in nine months instruction.	3			582	759	524	263	247				47	32			2400
Students whose readiness score reflects stanine one, two or three in December, 1974 will achieve stanine four or more in May, 1975.	2			2129												2129
Students scoring in stanine one or two in September, 1974 will attain a score of three or better by April 1975.	3			713		13	25	12	394	7	12					1176
Gain of one percentile point per month.	1			486	248	316			107							1157
Gain of seven percentile points at end of year of selected activities.	1			4	30	21	50	40	41							186
Title I students will show evidence of development of adequate conceptual foundation with a growth of 10 percentile points.	1			486												486
Students falling in the lowest 25th percentile will progress to the 45th percentile or above within one year (Metropolitan Readiness Test).				137												137
TOTAL																32376

EXHIBIT NO. 4

OBJECTIVES

*OBJECTIVES	DISTRICTS	NUMBER OF STUDENTS MEETING OBJECTIVES														
		GRADE														TOTAL
		PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Seventy-five percent of all treated pupils (Kindergarten only) will show a mastery of three-fourths of the reading skills deficiencies on their profile booklets at the conculsion of the project year. (Test: Criterion Reading Assessment Level 1 given September, 1974 and May, 1975)	1		129													129
Students receiving a minimum of five months supplementary Title I instruction will gain a .2 instructional level for each month in the Title I program (district developed test).	1			32	13	153				124						440
Seventy-five percent of the students (Kindergarten) will score above the 50th percentile on the Inventory of Readiness Skills at the end of the school year.	1		38													38
Fifty percent of the participating pupils (Kindergarten) will decrease the difference between their chronological age (C.A.) and mental age (M.A.) by eight months or more (pretest September, 74 and posttest April, 75).	1		170													170
Kindergarten participants will demonstrate an understanding of pre-reading concepts by achieving a mean raw score of 40 (76th percentile on the Boehm Test of Basic Concepts.	1		331													331
At least 75% of the identified children (Kindergarten) will develop skills in the psychomotor domain and show growth in academic foundational skills (district developed visual-motor checklist.	1		ONE-HALF DAY KINDERGARTEN 274 (69%) 278 (93%) ALL DAY KINDERGARTEN													274 278
													TOTAL			32,376



SUMMER PROGRAMS

Although 29 districts indicated plans for Title I summer program activities in their applications for 1974-75 funds, reports were received from only 12 districts. This limited the amount of information which may be supplied concerning this element of the Title I program.

According to the 12 reports received, 12,974 public school children participated in Title I summer program activities and 138 nonpublic school children participated. The predominant summer activity was reading with mathematics taking second place. Pre-school and kindergarten activities were operated by one district. Supportive services were primarily in the areas of transportation and field trips. Many districts in addition to the 13 submitting reports, noted that inservice training was in operation during some portion of the summer months. Inservice training was provided in reading, language arts, mathematics, attendance services, guidance, and orientation to Title I.

The ultimate test during a summer activity, as in any other, is what happens to the participants. Although every local evaluation report stated that the objective had been reached, only eight included standaradized test data. Four used checklists, locally developed tests or criterion-referenced tests. Most of the data provided was not aggregatable. Achievement gains from three districts are included in this report as an example of possible methods of assessment of the progress of Title I children during the short-term exposure provided in summer program activities.

DISTRICT Palm Beach County
FISCAL YEAR 1974-75

Summer Term 1975

VERIFICATION OF STUDENT PERFORMANCE

Table No. 56

Project Activity Communication Skills

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
1. The students participating in the program will show a gain of one month for each month of instruction in reading (instructional level) as measured by the Diagnostic Reading Scales (Spache).	Spache	5/75	7/75	1	132	92	1.16	1.27	0.20	0.11	24
	Spache	5/75	7/75	2	142	98	1.73	1.96	0.20	0.23	40
	Spache	5/75	7/75	3	169	115	2.59	2.94	0.20	0.35	62
	Spache	5/75	7/75	4	151	96	3.23	3.58	0.20	0.35	57
Note: The instructional interval between pre and post tests was 2.0 months.	Spache	5/75	7/75	5	108	69	3.72	4.35	0.20	0.65	44
	Spache	5/75	7/75	6	39	35	4.57	4.86	0.20	0.29	13

*This refers to the project according to your objectives.

DISTRICT Palm Beach County
FISCAL YEAR 1974-75

Summer Term 1975

VERIFICATION OF STUDENT PERFORMANCE

Table 56 Cont'd.

Project Activity Communication Skills

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
2. The students participating in the program will show a gain of one month for each month of instruction in word recognition skills as measured by the Diagnostic Reading Scales (Spache).	Spache	5/75	7/75	1	132	93	1.02	1.26	0.20	0.24	39
	Spache	5/75	7/75	2	142	101	1.88	2.20	0.20	0.32	50
	Spache	5/75	7/75	3	169	117	2.65	3.06	0.20	0.41	68
	Spache	5/75	7/75	4	151	99	3.37	3.83	0.20	0.46	57
	Spache	5/75	7/75	5	108	71	3.90	4.47	0.20	0.57	47
	Spache	5/75	7/75	6	39	36	4.37	4.83	0.20	0.46	21

*This refers to the project according to your objectives.

DISTRICT Palm Beach County
FISCAL YEAR 1974-75

Summer Term 1975

VERIFICATION OF STUDENT PERFORMANCE

Table 56 Cont'd.

Project Activity Communication Skills

Achievement Gains

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective*
3. The students participating in the program will show a gain of one month for each month of instruction in listening skills as measured by the Diagnostic Reading Scales (Spache).	Spache	5/75	7/75	1	132	63	2.80	3.14	0.20	0.34	36
	Spache	5/75	7/75	2	142	89	3.42	3.82	0.20	0.40	42
	Spache	5/75	7/75	3	169	115	4.11	4.57	0.20	0.46	56
	Spache	5/75	7/75	4	151	93	4.56	5.06	0.20	0.50	44
	Spache	5/75	7/75	5	108	64	4.88	5.46	0.20	0.58	32
	Spache	5/75	7/75	6	39	34	5.44	5.72	0.20	0.28	10

*This refers to the project according to your objectives.

Table No. 57

DISTRICT [illegible]

FISCAL YEAR 1975

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Remedial Reading

Achievement Gains Summer School

OBJECTIVE 1.	Test 2.	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	* 12. Number of Students meeting the Objective
At least 50% of the students participating in this program will gain one month or more per month of instruction	Slosson Oral Reading Test	6/75	7/75	1	322	280	1.1	1.6	.1	.4	--
as measured by the Slosson Oral Reading Test				2	415	364	1.9	2.5	.1	.5	--
				3	433	338	2.8	3.2	.1	.4	--
				4	385	301	3.3	3.9	.1	.6	--
				5	488	239	3.9	4.2	.1	.3	--
				6	165	32	4.4	4.5	.1	.1	--

*This refers to the project according to your objectives.

Since individual scores were not reported, it is impossible to retreive data for Item 12

Table No. 58

VERIFICATION OF STUDENT PERFORMANCE

Project Activity Remedial Math

Achievement Gains Summer School

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Data Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. No. of Objective Test correct	9. No. of Objective Test correct	10. Expected Gain	11. Actual Gain	*12. Number of Students meeting the Objective
Broward County Diagnostic Mathematics Skills Test (16 items) students will improve 6% in number mastered	Level 1	6/75	7/75	1	322	280	13.9	14.2	6%	6.2%	--
Broward County Diagnostic Mathematics Skills Test (80 items) students will improve 9% in number mastered	Level 2			2	415	364	61.2	66.5	9%	9.4%	--
Broward County Diagnostic Mathematics Skills Test (39 items) students will improve 12% in number mastered	Level 3			3	433	338	29.3	34.4	12%	18.6%	--
Broward County Diagnostic Mathematics Skills Test (144 items) students will improve 15% in number mastered	Level 4			4	385	301	106.6	120.5	15%	13%	--
Broward Co. Diagnostic Math Skills Test (36 items) 18% improvement	Level 5			5	488	239	18.1	24.3	18%	56.5%	--
Broward Co. Diagnostic Math Skills Test (39 items) 21% improvement	Level 6			6	165	32	19.5	26.6	21%	53.9	--

This refers to the project according to your objectives.

* Since individual scores were not reported, it is impossible to retrieve data for Item 12

DISTRICT MARI[illegible]

FISCAL YEAR 1975

Table No. 59

VERIFICATION OF STUDENT PERFORMANCE

Project Activity *SUMMER ENRICHMENT*

Achievement Gains

LANGUAGE ARTS

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
Seventy percent (70%) of the students receiving special assistance through the Summer Program will achieve one (1) month gain for each month of	Comprehensive Test of Basic Skills *CTBS**	*June 1975*	*July 1975*	*2***	*190*	*138*	*2.2*	*2.3*	*1 mo.*	*1 mo.*	*141*
instruction.	Comprehensive Test of Basic Skills *CTBS*	*June 1975*	*July 1975*	*3*	*225*	*186*	*2.9*	*3.0*	*1 mo.*	*1 mo.*	*173*
	Comprehensive Test of Basic Skills *CTBS*	*June 1975*	*July 1975*	*4*	*165*	*125*	*4.0*	*4.1*	*1 mo.*	*1 mo.*	*124*
	Comprehensive Test of Basic Skills *CTBS*	*June 1975*	*July 1975*	*5*	*100*	*63*	*4.7*	*4.8*	*1 mo.*	*1 mo.*	*76*

DISTRICT *MARION*

FISCAL YEAR *1975*

Table No. 60

VERIFICATION OF STUDENT PERFORMANCE

Project Activity *SUMMER PROGRAM*

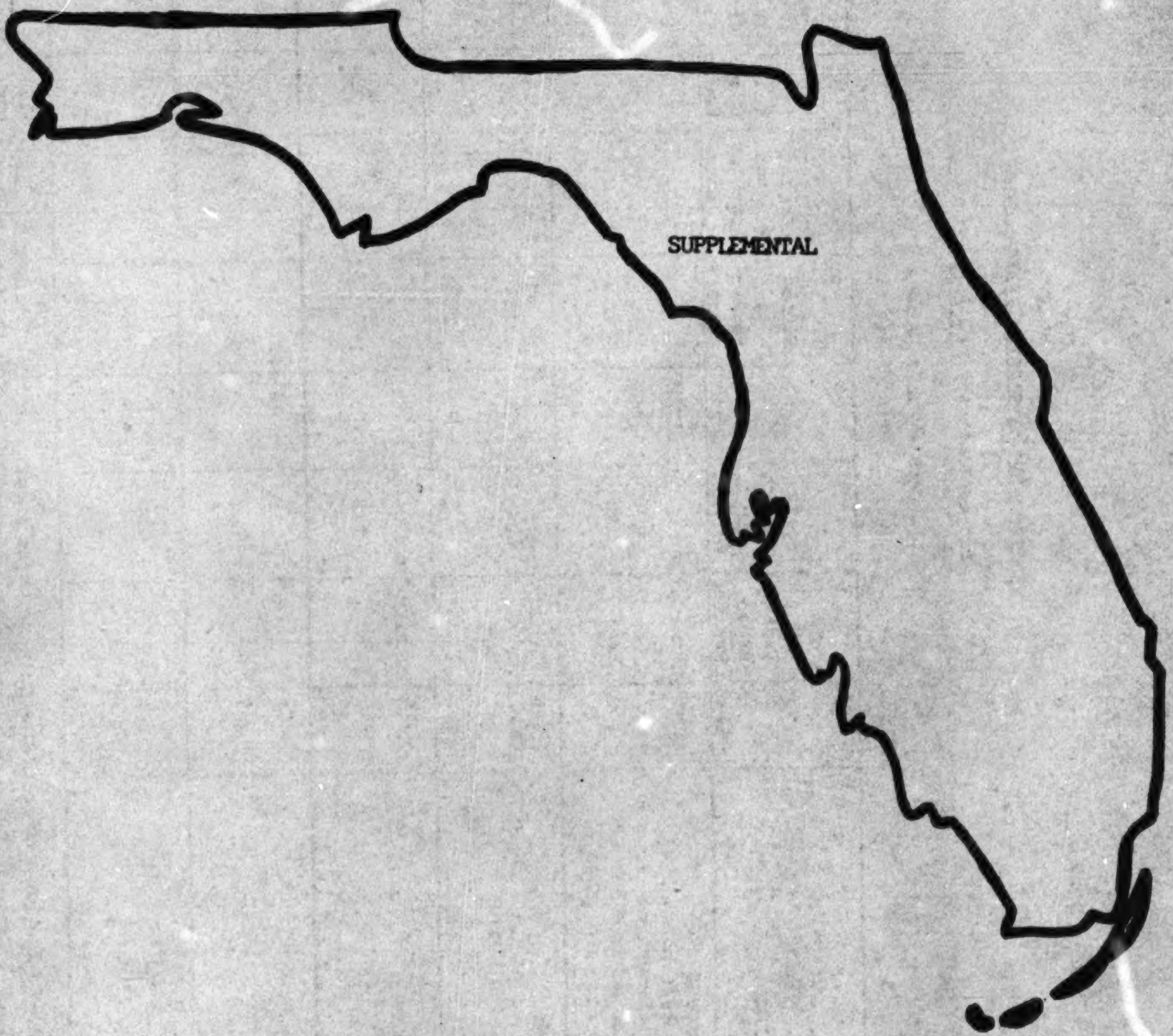
Achievement Gains
MATHEMATICS

1. OBJECTIVE	2. Test	3. Pre Test Date Mo./Yr.	4. Post Test Date Mo./Yr.	5. Grade	6. Number of Participants	7. No. with complete Pre and Post Test Data	8. Mean Pre Test Grade Equiv.	9. Mean Post Test Grade Equiv.	10. Expected Gain	11. Actual Gain	12. Number of Students meeting the Objective
Seventy percent (70%) of the students receiving special assistance through the Summer Program will achieve one (1) month gain for each month of	Comprehensive Test of Basic Skills *CTBS **	*June 1975*	*July 1975*	*2***	*190*	*153*	*2.1*	*2.2*	*1 mo.*	*1 mo.*	*125*
instruction.	Comprehensive Test of Basic Skills *CTBS*	*June 1975*	*July 1975*	*3*	*225*	*201*	*3.2*	*3.3*	*1 mo.*	*1 mo.*	*143*
	Comprehensive Test of Basic Skills *CTBS*	*June 1975*	*July 1975*	*4*	*165*	*139*	*3.9*	*4.0*	*1 mo.*	*1 mo.*	*107*
	Comprehensive Test of Basic Skills *CTBS*	*June 1975*	*July 1975*	*5*	*100*	*78*	*4.6*	*4.7*	*1 mo.*	*1 mo.*	*61*

*This refers to the project according to your objectives.

** Computation Component*

*** Promoted at end of school year to Grade 3.*



SUPPLEMENTAL

TITLE I READING TEACHER'S REPORT TO THE CLASSROOM TEACHER

Name John Doe* Age 7-5 Grade 1-R Date 4-1-74

School Okeechobee Primary Teacher Mrs. Mercedes Johnson

____________________ has completed the following tests in the I Reading Diagnostic Test Battery:

TEST BATTERY

X Metropolitan Readiness Test
X Slingerland Pre-Reading Screening Test
X Bender-Gestalt Test
X Gates Associative Test
X Detroit Test of Learning Aptitude

X Slosson Oral Reading Test (SORT)
___ Botel Word Opposite Test
___ Standard Reading Inventory (SRI) (Form A)
___ Bond-Ballow-Hoyt Silent Reading Diagnostic Test
___ Slingerland Screening Test (Form A, B, C)
X Slosson Intelligence Test (SIT)

ANALYSIS

I. Reading Levels: Readiness

Instructional Level: ____ This is the teaching level. Material should be easy enough that the pupil can enjoy reading and not get discouraged but experiences sufficient difficulty that learning elements can be pulled out for teaching purposes.

Criteria: A minimum comprehension score of at least seventy-five per cent on both factual and inferential questions. Accurate pronunciation of ninty-five per cent of the running words. Freedom from tension in the reading situation.

Independent Level: None This is the level of supplementary reading. The student should be able to read the book at home or school without aid. There should be no head movement, no finger pointing, no vocalization, and the child should phrase well.

Criteria: A minimum comprehension score of at least ninety per cent based on both factual and inferential type questions. Freedom from tension in the reading situation.

Frustration Level: PP This is the level to be avoided at all times. The content is so difficult that the pupil is frustrated in pronouncing words or getting meanings with any degree of satisfaction. It is frequently characterized by head movement, finger pointing, tension, withdrawl, and short concentration span, and vocalization in silent reading.

Criteria: A comprehension score of less than fifty per cent based on factual and inferential questions, inability to pronounce ten per cent or more of the running words, and distracting tensions.

Potential Level: 2.2 The level on which the child could be reading.

Criteria: Bond Reading Expectancy Formula RE = IQ X Yrs. in school plus one year. 81 I.Q. SIT 1-17-74 81 I.Q. X 1.5 = 1.215 + 1 year = 2.2

*Name has been changed to preserve anonymity

Letter Recognition: John can recognize most of the letters when selecting a letter named from among five alternatives. On the Slingerland Pre-Reading Screening Test John responded correctly 12 of 16 times and on the Metropolitan he responded correctly 12 of 16 possible times. The incorrect responses were as follows:

g for y
m for v
f for g
d for g
b for d
b for q
y for u
q for k

John experienced much more difficulty when asked to name letters out of order. Errors recorded were:

Capitals -- H, G, M, L, N, Y, U, P
Small — t, f, p, a, y, b, q, p

Letter Sounds: When asked to give the sounds of letters in isolation he would respond with a letter sound but not the sound of the letter asked for. He has the correct idea but is not making the correct association.

Word Recognition: John pronounced eleven words correctly on the Slosson Oral Reading Test which equals a word recognition level of .5. Words pronounced correctly are:

see
look
here
can
come
one
three
jump
down
up
ride

He is beginning to use the initial sound and shape of the word to pronounce unknown words as indicated on errors recorded (here for horse, can for come, and might for make). In other words he appears to be picking the ending letter of the word and pronouncing another word beginning with that letter. (you and can and see for is)

Verbal Concepts: John has no trouble expressing himself verbally. He uses simple and compound sentences and much expression. The breadth of his vocabulary is limited as indicated on the Metropolitan Readiness subtest of Word Meaning with a D rating. This is also indicated on the September 1973 Stanford Early School Achievement Test Environment and Aural Comprehension subtest.

III. Area Learning Weakness:

Visual Discrimination: Visual Discrimination of word like figures and more complex figures would have to be examined by parts. He could not discriminate between the whole word figure. Visual discrimination of simple letterrs and figures poses no problem for John as indicated by a perfect score on the Slingerland subtest one.

V. Recommendations for Remediation

1. John would benefit most from a multi-sensory approach to all learning activities. The Fernald VAKT Technique is recommended. VAKT stands for visual, auditory, kinesthetic and tactile. This technique will build on John's strong auditory learning strength and provide the opportunity to improve his weak visual and kinesthetic memory ability by association.

2. Analytic (whole word) phonics is recommended for John. This will help lessen the strain of trying to keep letters in their proper sequence while learning another skill. It will also help John establish firm sound-symbol relationships.

3. Many activities in eye-hand coordination with a special emphasis in directionality should be provided for John. Some examples are:

    A. Tracing activities
        1. Trace around simple forms (circle) at least ten times without stopping.
        2. Remove the form traced and trace over the work sample the same number of times as before. Stress staying right on the lines.
        3. Turn the paper over and draw the form in the same size and position as before.
        4. Lay the original form over this drawing and compare by tracing around the form again.

    B. "Air Writing" - John could use this method for letters or words or shapes that he is having difficulty with. (especially angles). Holding a brightly colored pencil or dowel with streamers he would form the letter or shape in the air with large sweeping movements. Stress eye contact with the pencil or end of the dowel at all times. He would then transfer this movement to paper in a fine motor activity. The name of the letter or word should be said softly as it is written both in the air and on paper.

    C. Activities using scissors and cutting simple objects and designs.

4. Visual Memory activities should be provided for John. Begin with items of three digits, level at which John is now successful. Increase the span gradually to insure success. Activities should be short and varied.

    A. Study flash card with word of appropriate length. Turn the card over and write the word from memory or say the word to a partner. This would also provide an overlearning activity for the partner.

    B. Study a simple picture. Recall details from memory.

    C. Study a simple picture and tell a story from it. Stress increasing the number of details included.

Visual Motor: John has difficulty reproducing angles and joining the parts of a design to form a whole. Trouble with directionality is indicated in the drawing of reversed angles and omission of angles. He was able to reproduce these with varying degrees of accuracy 50% of the times attempted.

Visual and Kinesthetic Memory: Reproduction of figures from memory resulted in total failure for John. Closed lines were drawn open, whole figures and angles were reversed and angles were omitted. Visual memory alone proved to be somewhat difficult (Slingerland subtest III with six of eight correct) as did the tasks requiring only a kinesthetic responses (Slingerland IV with five of six correct and Metropolitan Test six with seven of 14 acceptable). But when required to complete a task combining both visual and kinesthetic memory John experienced a complete breakdown in performance.

IV. Preferred Way of Learning: John showed a strong preference for auditory learning. On the Gates Associative Learning Test Visual-Visual he required four trials for eight correct responses on the simple geometric tasks and three correct responses in five trials on the word like task. On the Auditory-Visual portion he required only three trials to attain the maximum ten correct responses and on the word like portion he made seven correct responses in five trials. This preference is substantiated by the Visual Attention Span for Objects mental age score of 8.5 which is 1 1/2 years above the Median Mental Age. This score was attained by Vocalization of the object names indicating the need for reinforcement of the visual image.